New Life Covenant Church SE

The New Life Academy Charter School

The New Life Covenant Church community is in the process of creating The New Life Academy Charter School, a tuition-free public charter school, anticipated to open for the 2016 school year, and initially serving 7th and 8th grades (eventually to serve grade 7 -12). The Academy will have a Performing Arts curriculum and focus.

The New Life Covenant Church's Commitment to the Community includes:

- Developing a daycare and Early Learning Center for children from ages 6 months to 5 years
- Renovating areas within Betty Shabazz and Avalon Park Schools
- Purchasing and installing computers in Avalon Park and Hirsch High Schools
- Leading Violence Prevention Programs, as well as counseling support for students at Avalon Park.

Mission of The New Life Academy Charter School

To eliminate the persistent disparity of academic opportunities and outcomes for students as a result of our socioeconomic circumstances through a focus on science, technology, engineering, arts and mathematics so that every student - regardless of our socioeconomic circumstances - has an opportunity to receive an excellent education and attain the life skills that help reach our fullest potential and contribute to our global society.

Show Your Support:

Please show your support for New Life Academy by signing up on the Neighborhood Advisory Council Website: http://cps.edu/NewSchools/Pages/NAC2014.aspx

Phone: 773-553-1530
FAX: 773-553-1559
Email: NAC@CPS.edu

(more info on reverse).

What:
Tuition-free
Public Charter School

Serving:
Grades 7 & 8, adding 9-12 later

When:
Opening Fall 2016

Where:
South side of Chicago

edisonlearning®

Working in partnership with: EdisonLearning, the Common Ground Foundation and Revolution Foods

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March 7, 2015

Chicago Public Schools
Office of Innovation and Incubation
42 West Madison Street
Chicago, Illinois 60602

RE: New Life Academy Charter School

Dear Sir:

I am a resident of Greater Grand Crossing as well as a parishioner at New Life Covenant Church SE ("NLCSE") and I am EXCITED about the future New Life Academy Charter School. NLCSE New has invested in the Grand Crossing community for many years and I fully support this new endeavor.

I believe in the vision of the future charter school; *"...to provide a safe, stimulating, and innovative learning environment where students recognize and achieve their full potential through academia and the performing arts..." and believe this Charter school will help to boost the morale of this community.*

Again, I am in support of the future New Life Academy Charter School in the Grand Crossing Community.

Please let me know if I can be of additional assistance.

Sincerely,

Eddie Meeks

Eddie Meeks III
7610 South Maryland Avenue, FL 2
Chicago, Illinois 60619
312.450.9985
Email: emeeks3@yahoo.com

79th Street Corridor Business Association

400 East 79th Street, Chicago, Illinois 60619 773.908.7431 E-mail: 79thCorridorBA@gmail.com

Victor Love
President

Micheal cherry
Vice President

Niena Feme
Secretary

W.E. Dunbar
Treasurer

Wayne Harris
Sergeant at Arms

79th Street Corridor
Business Association

79th Street Evans Block Club
80th Langely Block Club
Am Fam Ins
B & N Jewelry & Accessories
Bella
Bulls Eye Barber Shop
CHL Properties, LLC
Chesterfield Community Council
Chicago Police Department
Copy Cat Copy'n Center
Corey Muldrow Inc.
Dazjavu Salon & Boutique
Donns Kaleidoscope of Hair
Dr. Brown
Eric's Furniture
Evan Smiley
Family Dollar
First Come – First Serve
First Impression of Chicago
Flocks Coffee
Grand Crossing Park
Neighborhood Network
H & R Block & EBBE Construction
JJ's Grill
Luversia's Family Restaurant
New Life Covenant Church Southeast
Noyze Marketing
Old Chicago Pizza
P.I.E.
Posh Hair Design
Second Encounters Resale
Tip Top Nail
Turkey Burger & Grill
Young Achievers Academy

April 6, 2015

Chicago Public Schools

Office of Innovation and Incubation, Chicago Public Schools

Greetings,

My name is Micheal Cherry and I am the Vice President of the 79th Street Corridor Business Association. I am writing this letter to express my support of the future New Life Academy Charter School in the Grand Crossing Community. New Life Covenant Church has invested in the Grand Crossing community for eight years, including various outreaches, school partnerships, and social events.

Additionally, I believe in the mission and vision of the future charter school:

New Life Academy provides middle through high school education for 7th to 12th grade students. The school, located in the Grand Crossing Community, is an academic institution delivering quality rigorous education to students in the areas of Science, Technology, English, Creative/Performing Arts, and Math.

Mission:

New Life Academy Charter is committed to active, reflective, and creative learning teachings. An integral part of our learning process binds the commitment of community stakeholders to enhance the student experience. New Life Academy caters to students seeking to pursue advanced study in the creative and performing art fields.

Vision:

Our vision is to provide a safe, stimulating, and innovative learning environment where students recognize and achieve their full potential through academia and the performing arts. In conjunction with numerous community partners, we aspire to have rigorous curriculum and seek to maintain an excellent spectrum of creative and performing arts offerings. To this end, the strategically built courses offer a range of innovative and technical curriculum, will be an intricate staple to successfully prepare our leaders of tomorrow for the world of higher education and the global workforce.

Again, I am in support of the future New Life Academy Charter School in the Grand Crossing Community. Please let me know if I can be of additional assistance.

Sincerely,

Micheal Cherry

Grand Crossing Park Neighborhood Network

"...What YOU can do for YOUR Neighborhood"

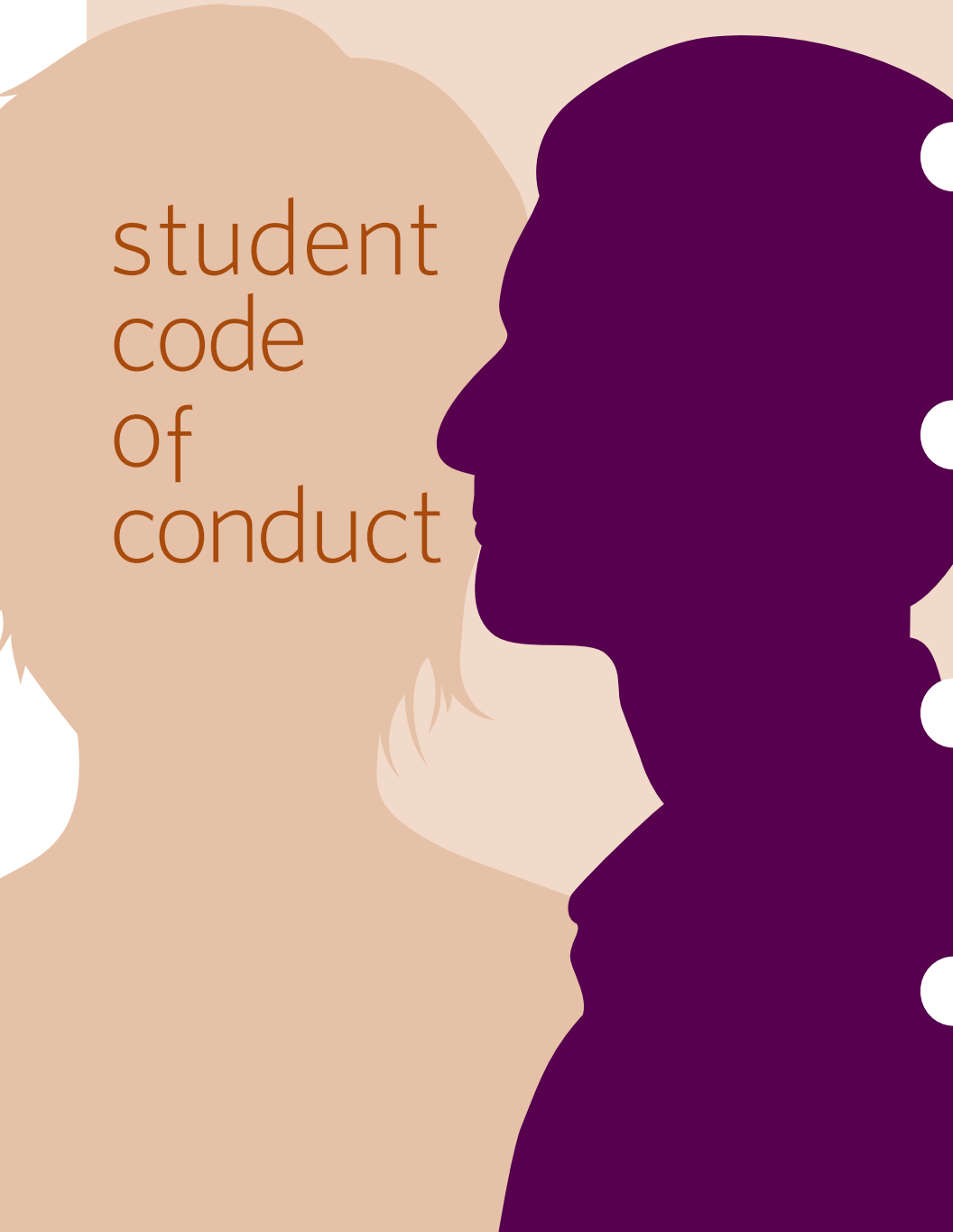
To whom it may concern,
I am a long standing resident of the Greater Grand Crossing Community, having attended grammar school in the area and living here while attending University and on into almost a full career in community service. I have had many volunteer pursuits, at the community level, which involved close contact with residents and youth who live here. I have chair a few community groups and have relationships which extend way beyond the average family/friendship circles of long time residents.

I am happy to support the new charter school in this area. As educational pursuits have fallen to an all time low in the neighborhood, it is obvious that there is a need for a bold new change in education and learning for our youth. I feel the neighborhood is in need of revitalization and a milieu which will stimulate our youth for a new future. There's not enough that can be said on the need for "renaissance", as the community has been dying for lack of stimulation and innovation or quite some time. A new charter school is sure to provide much of what's needed in this regard.

Brad O. Redrick,
Chairman
Grand Crossing Park Neighborhood Network

Chicago Public Schools

student code of conduct



acknowledgement of receipt of the student code of conduct

Chicago Public Schools
Student Code of Conduct

Student Agreement

I, _____ (print student's name) have received and read the Student Code of Conduct ("SCC") for the Chicago Public Schools. I am aware of my rights and responsibilities under the SCC. Furthermore, I understand that inappropriate student behavior will result in interventions and consequences as stated under the SCC.

Student Signature Date

Parent/Guardian Agreement

Dear Parent or Guardian:

Chicago Public Schools believes that you should be informed regarding our effort to create and maintain a safe and secure learning environment for all students. Please read the SCC and sign the document below to acknowledge your receipt and understanding of the SCC.

I am the parent or guardian of the above named student. I have received and read the SCC. I understand that by signing this document, I agree to support and promote the goals of the SCC and make every effort to work with the school in resolving all disciplinary matters.

Parent/Guardian Signature Date

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introduction

Effective September 2, 2014

PURPOSE

The Chicago Public Schools (CPS) Student Code of Conduct (SCC) supports our schools in maintaining safe, nurturing, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for students' social, emotional and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. Chicago Public Schools is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. In accordance with the SCC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible.

A safe, welcoming, and productive school requires the support of all staff, students, and families.

RIGHTS AND RESPONSIBILITIES

Student Rights

- To receive a free high-quality public education
- To be safe at school
- To be treated fairly, courteously, and respectfully
- To bring complaints or concerns to the school principal or staff for resolution
- To tell his/her side of the story before receiving a consequence
- To be told the reason(s) for any disciplinary action verbally and in writing
- To be given information about appealing disciplinary actions
- To express opinions, support causes, assemble to discuss issues, and engage in peaceful and responsible demonstrations

Student Responsibilities

- To read and become familiar with this policy
- To attend school daily, prepare for class, and complete class and homework assignments to the best of his/her ability
- To know and follow school rules and instructions given by the school principal, teachers, and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community
- To bring to school only those materials that are allowed
- To treat everyone in the school community with respect
- To respect school property, community property, and the property of others

Parent/Guardian Rights

- To be actively involved in their child's education
- To be treated fairly and respectfully by the school principal, teachers, and other staff
- To access information about the Chicago Board of Education (Board) policies and procedures
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned
- To appeal disciplinary actions taken
- To receive information about their child's academic and behavioral progress

Parent/Guardian Responsibilities

- To read and become familiar with this policy
- To make sure their child attends school regularly, on time, and to notify the school before the school day begins if their child is absent
- To give the school accurate and current contact information

- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their child
- To talk with their child about the behavior expected in school
- To support their child's learning and school activities at home
- To be respectful and courteous to staff, other parents, guardians, and students
- To respect other students' privacy rights

School Staff Rights

- To work in a safe and orderly environment
- To be treated courteously and respectfully
- To bring complaints or concerns to school administration, Network and District offices
- To receive supportive professional development and resources

School Staff Responsibilities

- To explicitly teach, re-teach and model clear behavioral expectations to all students
- To actively supervise all areas of the school building and use positive strategies to redirect behavior
- To provide engaging learning activities that minimize opportunities for disruption
- To intervene early and de-escalate inappropriate behaviors
- To identify and respond effectively to students' social, emotional, and/or behavioral health needs, including referring students for additional support when necessary
- To treat everyone in the school community fairly and with respect
- For administrators to review the circumstances surrounding each situation and exercise their discretion to assign interventions/consequences in the best interest of the school community
- For administrators to apply the SCC accurately, consistently, and in a non-discriminatory manner, including providing students with opportunities to respond, notifying parent/guardians when disciplinary action is taken, and recording all disciplinary action in IMPACT

Chief Executive Officer or Designee Responsibilities

- To monitor the implementation of prevention strategies and the safety and security program in each school
- To systematically monitor and publish suspension, expulsion, and other disciplinary data disaggregated by race/ethnicity, sex, limited English proficiency, and disability
- To prepare recommendations for improving school discipline
- To create guidelines for effective school discipline
- To establish procedures for reciprocal reporting with the Chicago Police Department

requirements and guidelines

GENERAL REQUIREMENTS

The SCC applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by CPS (such as a school bus), and while using the CPS network.[1]

The SCC also applies to student behavior outside of school if: (1) a student engages in a Group 5 or 6 behavior, and (2) the behavior disrupts or may disrupt the educational process or orderly operation of the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process or orderly operation of the school.

To address inappropriate behavior, school administrators must comply with the *Guidelines for Effective Discipline* which shall be issued by the Office of Social & Emotional Learning. At a minimum, a principal or his/her designee must:

1) **Redirect to correct behavior.** All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.

2) **Intervene** to minimize disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to immediately notify the parents/guardians.

3) **Gather information** by talking to all students, teachers, school staff, or other witnesses to the incident. When student misbehavior is reported to the school principal or designee, an investigation must begin no later than the next school day. If a search of the student, his/her locker, desk, or personal belongings needs to be conducted, follow the Board's Search and Seizure Policy (http://policy.cps.k12.il.us/documents/409.3.pdf). Identify factors that may have contributed to the incident and seek to understand the full context.

[1] *The CPS network means systems, computer resources, and infrastructure used to transmit, store, and review data or communicate over an electronic medium and includes, but is not limited to, the E-mail system(s), collaboration systems, databases, hardware, telecommunication devices, information systems, internet service, distance learning tools, the CPS intranet system or CPS mainframe systems, whether owned or contracted by the Board or otherwise used for school purposes. Students are subject to the requirements in the Policy on Student Acceptable Use of the CPS Network (http://policy.cps.k12.il.us/documents/604.2.pdf).*

4) **Analyze** whether the student's alleged behavior falls within the SCC using the information gathered. If so, determine the Group level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and consider the range of possible interventions and consequences.

5) **Discuss** with the student and **provide the opportunity to explain** his/her actions.

a) Inform the student of the inappropriate behavior s/he may have exhibited, the applicable SCC behavior category, and the range of possible interventions and consequences.

b) Allow the student to respond and explain his/her actions.

c) Make reasonable efforts to contact the parents/guardians and discuss the incident with them before assigning interventions and consequences.

d) No student shall be sent home before the end of the school day unless the school has established contact with the student's parent/guardian and provided written notice of a suspension.

6) **Make a determination and assign interventions or consequences** according to the SCC.

a) Determine whether it is more likely than not that the student engaged in the identified SCC inappropriate behavior and the intervention or consequence most likely to address the cause of the behavior.

b) The principal or designee has the final authority to assign interventions and consequences based on his/her independent assessment of the best interest of the school community, including available school resources, the needs of any student or staff harmed, and the rights of the student engaged in inappropriate behavior, in alignment with the SCC.

c) Follow the special procedures contained in the Procedural Safeguards section for students with disabilities and students with Section 504 Plans.

d) Avoid consequences that will remove the student from class or school, if possible. **Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior.**

e) If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and skill-building in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each Group level.

f) School staff members must not use public disciplinary techniques and must respond to inappropriate student behavior as confidentially as possible.

g) No restrictions may be placed on food options or recess activities as a behavior consequence. Silent group lunches are expressly prohibited.

7) Complete report in IMPACT for all inappropriate behaviors under the SCC. Hand-deliver to the parents/guardians or mail a copy of the misconduct report to the student's home address.

8) Inform parents/guardians of their right to appeal if they believe that the consequence is unwarranted or excessive.

a) The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.

b) If a student has been suspended or referred for an expulsion hearing, the parents/guardians may appeal by contacting the Office of Family & Community Engagement (FACE) at 773/553-FACE (773/553-3223) or the Network Chief of Schools ("Network Chief") or his/her designee. The Network Chief or designee will review the appeal and determine:

- whether any factual errors were made in the principal's investigation,
- whether the documentation of the student's behavior aligns to the recorded SCC behavior category,
- whether prior interventions were attempted when appropriate,
- whether the length of the suspension was commensurate with the student's inappropriate behavior, and
- in the case of a request for an expulsion hearing, whether the request was appropriate.

The Network Chief or designee's decision shall be final. The term of a student's suspension or request for an expulsion hearing is not halted by the parents/guardians' appeal.

c) If a student has been expelled, the parents/guardians may appeal the final determination in writing and send additional evidence not available at the time of the expulsion hearing to the Chief Executive Officer's designee, the Department of Student Adjudication (773/553-2249). The decision of the CEO or designee regarding the appeal shall be final. The start of a student's expulsion is not delayed by the parents/guardians' appeal.

9) Restore the student's participation in the school community.

a) If the student received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs, with input from the student and parents/guardians. For more information, see *Guidelines for Effective Discipline*.

b) When a student is set to return from an expulsion and has been attending the Safe Schools Alternative Program, school administrators must attend a transition meeting, which should include the student, parents/guardians, and alternative school staff members, to discuss the student's return and prepare for a successful transition.

SUSPENSION GUIDELINES

Students in grades pre-kindergarten through second may NOT be assigned in-school or out-of-school suspensions. If a student in pre-kindergarten through second grade exhibits behavior that presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff, the Network Chief or designee may grant an exception and assign an emergency one-day in-school or out-of-school suspension after the student's parent/guardian has been notified. During the suspension, the principal or designee must develop a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs.

Skill-Building In-School Suspension

A skill-building in-school suspension is the removal of a student from his/her regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

A student in grades third through twelfth may be assigned a skill-building in-school suspension if:

1) Skill-building in-school suspension is listed as an available consequence for the SCC behavior category, and

2) The student was informed of the his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and

3) A copy of the misconduct report (generated in IMPACT) was provided to the student's parents/guardians.

Out-of-School Suspension

An out-of-school suspension is the removal of the student from class attendance or school attendance. When a student is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension.

A student in grades third through twelfth may be assigned an out-of-school suspension if:

1) Out-of-school suspension is listed as an available consequence for the SCC behavior category, and

2) The principal or designee determines that the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff and this threat is documented in IMPACT, or

3) The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented in IMPACT, and

4) The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and

5) A copy of the misconduct report (generated in IMPACT) was provided to the student's parents/guardians.

A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school.

Out-of-school suspensions are excused absences. The principal must ensure that a student serving suspension is able to obtain homework, and upon the student's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension.

A student serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with Network Chief approval. The student's attendance will still be marked as suspended. The Network Chief must approve any other exception to the out-of-school suspension guidelines.

If approved by the CEO's designee, a student suspended for more than three (3) days may be required to attend a District-sponsored program during the term of suspension.

POLICE NOTIFICATION GUIDELINES

School administrators contact the Chicago Police Department (CPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of a criminal act.

Emergency

School administrators have the responsibility to call 9-1-1 in situations they determine to be emergencies.

In an emergency situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting CPD.

Criminal Acts

When a student engages in illegal activity, it may be necessary for school staff to report the act to CPD. In this situation, school officials contact CPD to report violations of the law. School officials must not contact CPD merely to request removal of a disruptive student from the school in a non-emergency situation.

In a non-emergency situation, administrators must make reasonable efforts to contact parents/guardians prior to contacting CPD.

The inappropriate behaviors that are clear violations of criminal law are identified in the next section with an asterisk (*) before the specific inappropriate behavior. The inappropriate behaviors that may be violations of criminal law are identified in the next section with a double asterisk (**) before the specific inappropriate behavior.

School officials must assess the situation before determining whether or not to contact CPD to report a criminal act. School officials should consider factors including:

- Whether the student distributed or was in possession of illegal drugs, narcotics, controlled substances, or "look-alikes" of such substances. If so, CPD must be notified.

- Whether the student was in possession of a firearm.[2] If so, CPD must be notified.

[2] *See Reference Guide for definition.*

requirements and guidelines

- The severity of the criminal violation and the degree of harm to the school community,
- Whether a person was physically injured as a result of the student's conduct,
- Whether the student presents an imminent danger to the health, safety, or welfare of others, and
- The student's age. For a student in fifth (5th) grade or below, school staff must consult with the Law Department (773/553-1700) prior to reporting the act to CPD.

Once school staff members contact CPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. The school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

Possible Violations of Criminal Law
***Consider factors above prior to notifying CPD**

- Gambling (3-2)
- Forgery (3-7)
- False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified (4-1)
- Extortion (4-2)
- Assault (4-3)
- Vandalism or criminal damage to property that costs less than $500 (4-4)
- Battery or aiding or abetting in the commission of a battery which does not result in a physical injury (4-5)
- Fighting – more than two people and/or involves injury (4-6)
- Theft or possession of stolen property that costs less than $150 (4-7)
- Possession, use, sale, or distribution of fireworks (4-8)
- Trespassing on CPS property (4-11)
- Use of intimidation, credible threats of violence, coercion, or persistent severe bullying (5-4)
- Inappropriate sexual conduct (5-7)
- Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at a school related function or before school or before a school related function (5-18)

Violations of Criminal Law
***Consider factors above prior to notifying CPD**

- Knowingly or intentionally using the CPS network or information technology devices to spread viruses to the CPS network (4-12)
- Aggravated assault (5-1)
- Burglary (5-2)
- Theft or possession of stolen property that costs more than $150 (5-3)
- Gang activity or overt displays of gang affiliation (5-6)
- Engaging in any other illegal behavior which interferes with the school's educational process, including attempt (5-8)
- Persistent or severe acts of sexual harassment (5-9)
- False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified (5-10)
- Battery, or aiding or abetting in the commission of a battery, which results in a physical injury (5-12)
- Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others, or hacking into the CPS network to access student records or other unauthorized information, and/or to otherwise circumvent the information security system (5-14)
- Vandalism or criminal damage to property that costs more than $500 or that is done to personal property belonging to any school personnel (5-15)
- Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, or contraband, or use of any other substance for the purpose of intoxication in school or at a school related function or before school or before a school related function (5-17)
- Participating in a mob action (5-19)
- Use, possession, and/or concealment of a firearm/destructive device or other weapon or "look-alikes" of weapons, or use or intent to use any other object to inflict bodily harm (6-1)
- Intentionally causing or attempting to cause all or a portion of the CPS network to become inoperable (6-2)
- Arson (6-3)
- Bomb threat (6-4)
- Robbery (6-5)
- Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" or such substances, contraband, or any other substance used for the purpose of intoxication, or second or repeated violation of Behavior 5-17 (6-6)
- Sex acts which include the use of force (6-7)
- Aggravated battery, or aiding and abetting in the commission of an aggravated battery (6-8)
- Murder (6-9)
- Attempted murder (6-10)
- Kidnapping (6-11)
- Theft or possession of stolen property that costs more than $1,000 (6-12)

student behaviors covered by the SCC

This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in six different groups, according to the degree of disruption to the learning environment.

- Group 1 lists behaviors that are *inappropriate.*
- Group 2 lists behaviors that *disrupt.*
- Group 3 lists behaviors that *seriously disrupt.*
- Group 4 lists behaviors that *very seriously disrupt.*
- Group 5 lists behaviors that *most seriously disrupt.*
- Group 6 lists behaviors that are *illegal* and *most seriously disrupt.*

SPECIAL NOTES:

Individual School Rules and Academic Progress

Individual schools may develop school rules that are consistent with this SCC and may address inappropriate student behaviors not specifically included in this SCC. However, poor academic achievement is not an inappropriate behavior. The SCC and school rules may *not* be used to discipline students for poor academic progress or failure to complete in-class and homework assignments. Instead, struggling students should be considered for academic or behavioral interventions to help them improve. Also, students must not be disciplined for the parents/guardians' refusal to consent to the administration of medication.

Cellular Phones and Other Information Technology Devices[3]

A principal may allow students to possess cellular phones or other information technology devices by creating a school policy identifying when the items may be authorized, used, and how they must be kept. A principal may also prohibit cellular phones and other information technology devices but allow individual students to possess them for any good cause after considering a written request from a parent/guardian. If a principal denies a parent/guardian's request, the parent may appeal to the Network Chief or his/her designee. Unless approved by the principal, cellular phones and other information technology devices are not allowed at school.

[3] *These include, but are not limited to: computers, cellular phones used to exchange or access information, pagers, and personal digital assistants or handheld devices, that are used to access the internet, electronic mail or other information sites and that may or may not be physically connected to the network infrastructure*

School Dress Codes and Uniform Policies

Local School Councils may adopt a dress code policy that forbids students from wearing certain items or a uniform policy that requires students to wear a specific uniform. Dress codes and uniform policies should be gender-neutral. Students who fail to follow a school's dress code or uniform policy may be given detentions or excluded from extracurricular activities, but may not be barred from attending class. A student may receive additional consequences for violating a school's dress code or uniform policy if the student's dress disrupts or may disrupt the educational process. For example, a student may receive a consequence for wearing clothing or accessories that display gang affiliation. This paragraph does not apply to students enrolled in Military Academies or JROTC Programs.

Military and JROTC Programs

Board-designated military academies and other JROTC programs may enforce standards of conduct and intervention or consequences that are consistent with the military nature of those schools and programs, in addition to the standards of conduct and intervention or consequences described in this SCC. Students enrolled in a military academy who repeatedly engage in acts of gross misconduct or insubordination (student act that defies a lawful and appropriate direct order of a superior ranked officer, staff member or another student), or who repeatedly fail or refuse to wear the required military uniform, may be subject to administrative transfer by the military academy principal to another school (or in the case of a JROTC program, dismissal from the program). Prior to an administrative transfer, a conference must be held with the parents/guardians, student, military academy principal, and a designee of the Chief Executive Officer. Students who have been transferred for administrative reasons from any military academy must be accepted by their attendance area school. Students who have been given an administrative transfer to another Chicago public school or expelled from the Chicago Public Schools lose all rank and privileges at the JROTC military academies and must reapply to the JROTC program and the military academies for enrollment. Upon their child's enrollment at a military academy, parents/guardians shall be informed of the uniform policy, expectations of the military academy, and the administrative transfer policy, and shall indicate by signature their agreement to adhere to the terms of these policies.

student behaviors covered by the SCC

Dating Violence Statement

Any school employee who is notified by a parent, guardian or student, or who reasonably suspects, that a student has been the victim of dating violence shall immediately report that information to the principal/designee. Dating violence includes violent and controlling behavior that an individual uses against a girlfriend or boyfriend, such as physical, emotional, or sexual abuse, yelling, threats, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy, possessiveness, and stalking. School staff shall promptly and reasonably investigate allegations of dating violence and issue appropriate discipline based on their findings. The principal shall ensure that the student victim of dating violence receives appropriate support services in accordance with the Board's Policy on Domestic Violence, Dating Violence and Court Orders of Protection, Restraint or No Contact (http://policy.cps.k12.il.us/documents/704.4.pdf).

SCC and Other Laws, Policies, Rules, and Contracts

The inappropriate behaviors and range of possible consequences and interventions listed in this policy are consistent with the Illinois School Code, Board Rules and Policies, negotiated agreements, and all other applicable state and federal laws.

The SCC applies to CPS contract and performance schools.

CPS charter schools are exempt from local school board policies under Illinois law (105 ILCS 5/27A). Charter schools may choose to adopt the SCC or establish their own discipline policies. Charter schools are not exempt from federal and most state laws, the Individuals with Disabilities Education Act (IDEA) or from federal and state regulations as they pertain to discipline of students with disabilities/impairments. If a charter school establishes its own discipline policy, it must incorporate language from and comply with the guidelines for suspension and expulsion of students with disabilities/impairments outlined in this policy. Charter schools must also comply with policies and procedures established by the Office of Diverse Learner Supports and Services for the discipline of students with disabilities. Students expelled from charter schools should contact the Department of Student Adjudication at 773/553-2249 for assistance.

Corporal punishment is expressly prohibited. Chicago Board of Education Rule 6-21 states: "No employee of the Board of Education may inflict corporal punishment of any kind upon persons attending the public schools of the City of Chicago."

Notes

student behaviors covered by the SCC

Group 1 – Inappropriate Behaviors

INAPPROPRIATE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES
1-1 Running and/or making excessive noise in the hall or building 1-2 Leaving the classroom without permission 1-3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction 1-4 Loitering, or occupying an unauthorized place in the school or on school grounds 1-5 Failing to attend class without a valid excuse 1-6 Persistent tardiness to school or class (3 or more incidents per semester) 1-7 Use of the CPS network for the purpose of accessing non-educational materials, such as games and other inappropriate materials[4] 1-8 Unauthorized use or possession of cellular telephones or other information technology devices	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, corrective, or restorative response (see *Guidelines for Effective Discipline*) • Detention – lunch, before school, after school, or Saturday

[4] Students may be suspended from CPS network privileges for improper use of the CPS network for one to five days, in addition to any other interventions and consequences listed.

Group 2 – Disruptive Behaviors

DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)
2-1 Posting or distributing unauthorized written materials on school grounds 2-2 Leaving the school without permission 2-3 Interfering with school authorities and programs through walkouts or sit-ins 2-4 Initiating or participating in any unacceptable minor physical actions 2-5 Failing to abide by school rules and regulations not otherwise listed in the SCC 2-6 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures 2-7 Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters 2-8 Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities 2-9 Failing to provide proper identification 2-10 Unauthorized use of school parking lots or other areas 2-11 Use of the CPS network for the purposes of distributing or downloading non-educational material[5]	• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, corrective, or restorative response (see *Guidelines for Effective Discipline*) • Detention – lunch, before school, after school, or Saturday • Skill-building in-school suspension up to three days

[5] *Students may be suspended from CPS network privileges for improper use of the CPS network for five to ten days (for first violation) or up to one semester (for second or subsequent violation), in addition to any other interventions and consequences listed.*

Group 3 – Seriously Disruptive Behaviors

SERIOUSLY DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)
3-1 Disruptive behavior on the school bus[6] **3-2 Gambling – participating in games of chance or skill for money or things of value 3-3 Fighting[7] – physical contact between two people with intent to harm, but no injuries result 3-4 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability 3-5 Second or more documented violation of a Group 1 or 2 behavior category[8] 3-6 Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the educational process **3-7 Forgery – false and fraudulent making or altering of a document or the use of such a document 3-8 Plagiarizing, cheating and/or copying the work of another student or other source 3-9 Overt display of gang affiliation[9] 3-10 Bullying behaviors – conduct directed towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student's ability to participate in school or school activities (see Anti-Bullying Policy for full definition *before* assigning an intervention or consequence)	• Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, corrective, or restorative response (see *Guidelines for Effective Discipline*) • Detention – lunch, before school, after school, or Saturday • Skill-building in-school suspension up to three days **ADDITIONAL CONSEQUENCES AVAILABLE FOR REPEATED GROUP 3 INAPPROPRIATE BEHAVIOR** • Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days • Request for disciplinary reassignment[12]
3-11 Use of cellular telephones or other information technology device to harass, incite violence or interrupt other students' participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings[10] 3-12 Inappropriately wearing any JROTC or Military Academy Uniform on or off school grounds 3-13 Use of the CPS network for a seriously disruptive purpose not otherwise listed in this SCC [11]	

***Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.*

[6] In addition to other disciplinary actions, a student who engages in disruptive behavior on the school bus may be subject to suspension from bus service for a period to be determined by the school principal with review by the Chief Executive Officer or designee.

[7] It is not an act of misconduct to defend oneself as provided by the law.

[8] For example, a student's first time failing to provide proper identification would be recorded as a 2-9 behavior category and available consequences would include skill-building in-school suspension up to three days. A student's second time failing to provide proper identification would be recorded as a 3-5 behavior category and available consequences would include skill-building in-school suspension up to three days. A student's third time failing to provide proper identification would be recorded as a 3-5 behavior category, repeated Group 3 inappropriate behavior, and available consequences would include skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days.

[9] A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Repeated violations of Behavior 3-9 of the SCC may result in a referral for an expulsion hearing and should be submitted as Behavior 5-6.

[10] Students may be suspended from CPS network privileges for improper use of information technology devices for one semester (for first violation) or up to one year (for second or subsequent violation), in addition to any other interventions and consequences listed.

[11] Students may be suspended from CPS network privileges for improper use of the CPS network for one semester (for first violation) or up to one year (for second or subsequent violation), in addition to any other interventions and consequences listed.

[12] Disciplinary reassignment is the transfer of a student from his or her current CPS school to another CPS school for disciplinary reasons. All disciplinary reassignments must be approved and facilitated by the Network Chief of Schools or his or her designee. For further information, refer to the Board's Comprehensive Policy on the Enrollment and Transfer of Students in the Chicago Public Schools, as may be amended (http://policy.cps.k12.il.us/download.aspx?ID=50).

Group 4 – Very Seriously Disruptive Behaviors

VERY SERIOUSLY DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)
**4-1 False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified **4-2 Extortion – obtaining money or information from another by coercion or intimidation **4-3 Assault[13] – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery **4-4 Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than $500 **4-5 Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury **4-6 Fighting[14] – physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury **4-7 Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than $150 **4-8 Possession, use, sale, or distribution of fireworks	• Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, corrective, or restorative response (see *Guidelines for Effective Discipline*) • Detention – lunch, before school, after school, or Saturday • Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days • Request for disciplinary reassignment
4-9 Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process 4-10 [this code intentionally left blank] **4-11 Trespassing on CPS property – entering CPS property when previously prohibited or remaining on school grounds after receiving a request to depart *4-12 Knowingly or intentionally using the CPS network or information technology devices to spread viruses to the CPS network[15] 4-13 Possession of any dangerous object as defined by this SCC, first documented behavior (see Reference Guide)[16] 4-14 Use or possession of alcohol in school or at, before, or after a school related function, documented behavior[17] 4-15 Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel	

** Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.*

*** Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.*

[13] An assault may be committed without actually touching, striking or injuring the victim.

[14] It is not an act of misconduct to defend oneself as provided by the law.

[15] Students may be suspended from CPS network privileges for improper use of the CPS network for up to one year, in addition to any other interventions and consequences listed.

[16] Second or repeated violations of Behavior 4-13 may result in a request for an expulsion hearing and must be submitted as Behavior 5-11.

[17] Second or repeated violations of Behavior 4-14 may result in a request for an expulsion hearing and must be submitted as Behavior 5-18.

Group 5 – Most Seriously Disruptive Behaviors

MOST SERIOUSLY DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES
*5-1 Aggravated assault – assault[18] with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel *5-2 Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein *5-3 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than $150 **5-4 Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors. For severe bullying, see the Anti-Bullying Policy *before* assigning an intervention or consequence. 5-5 [this code intentionally left blank] *5-6 Gang activity or overt displays of gang affiliation[19] **5-7 Inappropriate sexual conduct, including unwelcomed sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force *5-8 Engaging in or attempting any illegal behavior which interferes with the school's educational process	• Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for three to five days.[26] When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs. **ADDITIONAL CONSEQUENCES AVAILABLE** • Recommended instructive, corrective, or restorative response (see *Guidelines for Effective Discipline*) • Request for assignment to an intervention program by the Chief Executive Officer or designee • Request for disciplinary reassignment to another Network school, or to an alternative school program for a set term • Request for expulsion hearing • For behaviors involving the improper use of the CPS network or information technology devices, revocation of network privileges for up to two years
*5-9 Persistent or severe acts of sexual harassment – unwelcome sexual or gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment *5-10 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified 5-11 Second or repeated violation of Behavior 4-13, possession of any dangerous object as defined by this SCC	

** Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.*

*** Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.*

[18] An assault is an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery. An assault may be committed without actually touching, striking or injuring the victim.

[19] A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Consider referring students who commit 5-6 behaviors to a gang intervention program at a community based organization.

Group 5 – Most Seriously Disruptive Behaviors (cont'd)

MOST SERIOUSLY DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES
*5-12 Battery, or aiding or abetting in the commission of a battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification.[20] 5-13 [this code intentionally left blank] *5-14 Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking (intentionally gaining access by illegal means or without authorization) into the CPS network to access student records or other unauthorized information, or to otherwise circumvent the information security system[21] *5-15 Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding $500 or that is done to personal property belonging to any school personnel 5-16 Inappropriate consensual sexual activity *5-17 Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes"[22] of such substances, or contraband[23], or use of any other substance for the purpose of intoxication in or before school or a school-related function[24] **5-18 Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at, before or after a school-related function[25]	

*5-19 Participating in a mob action – a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or Police	

[20] *It is not an act of misconduct to defend oneself as provided by the law.*

[21] *A student may be disciplined for circumventing the information security system regardless of the student's intent.*

[22] *"Look-alike" means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.*

[23] *Contraband means any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school.*

[24] *Consider referring students who commit 5-17 offenses to a substance abuse prevention program or counseling.*

[25] *Consider referring students who commit 5-18 offenses to a substance abuse prevention program or counseling.*

[26] *Principals have discretion to suspend a student for fewer than three days if the student has a disability/impairment, based on the student's age/grade level, or for other good cause as determined by the principal or designee.*

student behaviors
covered by the SCC

Group 6 – Illegal and Most Seriously Disruptive Behaviors

ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR	AVAILABLE INTERVENTIONS AND CONSEQUENCES
*6-1 Use, possession, and/or concealment of a firearm[27]/destructive device or other weapon[28] or "look-alikes" of weapons as defined in the Reference Guide, or use or intent to use any other object to inflict bodily harm *6-2 Intentionally causing or attempting to cause all or a portion of the CPS network to become inoperable[29] *6-3 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others *6-4 Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated *6-5 Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force *6-6 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes"[30] of such substances, contraband,[31] or any other substance used for the purpose of intoxication, or repeated violation of Behavior 5-17[32] *6-7 Sex acts which include the use of force *6-8 Aggravated battery (battery that causes great harm, is done with a deadly weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel) or aiding and abetting in the commission of an aggravated battery	• Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for five days.[33] A student may be suspended for up to ten days with written justification submitted for approval in IMPACT. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs. • For students in sixth through twelfth grades, or for any student violating section 6-1, request for expulsion hearing **ADDITIONAL CONSEQUENCES AVAILABLE** • Recommended instructive, corrective, or restorative response (see *Guidelines for Effective Discipline*) • Request for assignment to an intervention program by the Chief Executive Officer or designee • Request for disciplinary reassignment to another Network school, or to an alternative school program for a set term
*6-9 Murder – killing an individual without legal justification *6-10 Attempted murder – an act that constitutes a substantial step toward intended commission of murder *6-11 Kidnapping – secret confinement of another against his/her will or transportation of another by force or deceit from one place to another with the intent to secretly confine *6-12 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than $1,000	• For students in fifth grade or below, the principal may request an expulsion hearing at his/her discretion (except for violations of section 6-1) • For behaviors involving the improper use of the CPS network or information technology devices, revocation of network privileges indefinitely

** Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.*

[27] The term "firearm/destructive device" as defined in 18 U.S.C. Section 921 includes, but is not limited to, handguns, rifles, automatic weapons, bombs, or other incendiary devices and parts thereof.

[28] Weapons include any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon.

[29] A network is considered inoperable when it is unable to perform at the level of functionality intended by its maintainers.

[30] "Look-alike" means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

[31] Contraband means any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school.

[32] It can be assumed that a student in possession of large quantities of alcohol, illegal drugs, narcotics, or controlled substances, or in possession of multiple individually-packaged amounts of alcohol, illegal drugs, narcotics or controlled substances, intends to sell or deliver these substances. Consider referring students who violate behavior 6-6 for substance abuse prevention program or counseling.

[33] Principals have discretion to suspend a student for fewer than five days if the student has a disability/impairment, based on the student's age/grade level, or for other good cause as determined by the principal or designee.

anti-bullying policy

Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence. It is the goal of the Chicago Board of Education ("Board") to create a learning environment in all its school communities where students are protected from bullying so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals.

The Board asks every Chicago Public School ("CPS") student, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

Scope

Bullying is contrary to Illinois law and this policy is consistent with the Illinois School Code. This policy protects CPS students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The Board recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender.

Nothing in this policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article I of the Illinois Constitution.

Bullying is prohibited:

1) during any school-sponsored or school-sanctioned program or activity;

2) in school, on school property, on school buses or other Board-provided transportation, and at designated locations for students to wait for buses and other Board-provided transportation ("bus stops");

3) through the transmission of information from a CPS computer or computer network, or other electronic school equipment;

4) when communicated through any electronic technology or personal electronic device while on school property, on school buses or other Board-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;

5) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on Board-provided transportation;

6) when it is a Student Code of Conduct ("SCC") Group 5 or 6 behavior that occurs off campus but seriously disrupts any student's education.

Definitions

"Bullying" means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

1) placing the student in reasonable fear of harm to the student's person or property;

2) causing a substantially detrimental effect on the student's physical or mental health;

3) substantially interfering with the student's academic performance; or

4) substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Bullying behaviors may also qualify as other inappropriate behaviors listed in the SCC. When deciding whether inappropriate behavior constitutes bullying, administrators should consider the student's intent, the frequency or recurrence of the inappropriate behavior, and whether there are power imbalances between the students involved. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the student's intent and power imbalances.

"Cyberbullying" means using information and communication technologies to bully. This definition does not include cyberbullying by means of technology that is not owned, leased, or used by the school district, unless an administrator or teacher receives a report that bullying through this means has occurred. This policy does not require a district or school to staff or monitor any nonschool-related activity, function, or program.

"Retaliation" means any form of intimidation, reprisal or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying.

"Peer Conflict" means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions. These interventions are designed to prevent Peer Conflict from escalating to Bullying.

Intervening to Address Bullying

Responsibilities of CPS Employees and Contractors

All CPS employees and contractors, including security officers, lunchroom staff and bus drivers, who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must:

1) intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;

2) report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours, on the CPS Bullying Complaint Form (Attachment A); and

3) cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee.

Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable. Reports can be made to any CPS employee or contractor in person, by completing Attachment A and submitting it to the Principal/Designee, by calling the CPS Violence Prevention Hotline ("Hotline") at 1-888-881-0606, or by emailing BullyingReport@cps.edu. Anonymous reports will be accepted by the Principal/Designee and Hotline. No disciplinary action will be taken on the sole basis of an anonymous report.

Investigation

1) The Principal shall select a designee, knowledgeable about bullying prevention and intervention, to perform the investigation.

2) Investigation of a bullying incident shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Principal/ Designee shall document the extension in the investigation report and shall notify the parties involved.

3) The investigation shall include:

   a. Identifying the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.

   b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders.

   c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.

d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.

e. When appropriate, preparing a Misconduct Report identifying his/her recommendation for individual consequences.

f. Comprehensively documenting the details of the investigation.

4) When the investigation is complete, the Principal/Designee shall ensure the investigation report is attached to the Incident Report in IMPACT.

Notification

On the same day the investigation is initiated, the Principal/Designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the Incident Report in IMPACT. When the investigation is complete, the Principal/Designee shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Principal/Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying (see "Referrals" section below).

If the investigation results in the imposition of consequences, the Principal/Designee may advise the parent/legal guardian of students other than the perpetrator that the Student Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law.

When communicating incidents of bullying to the target's parent/guardian, the Principal/Designee should consider whether the student may want to keep certain information confidential. For example, if a student is bullied after coming out as gay, the Principal/Designee shall not disclose the student's sexual orientation to the parent/guardian without the student's permission, unless there is a legitimate, school-related reason for doing so.

If the target is a student with a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly. For example, if the student's disability affects social skill development or makes the student vulnerable to bullying, the Principal/Designee shall ask the student's IEP Team to consider whether the IEP should include provisions to develop the student's skills and proficiencies to avoid and respond to bullying.

If the student who engaged in bullying behavior is a student with a disability, the school shall convene the IEP Team to determine if additional supports and services are needed to address the inappropriate behavior and consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the student or review a current behavior intervention plan and revise if necessary. The Principal/Designee shall comply with the Procedural Safeguards for Discipline of Students with Disabilities/Impairments when considering interventions and consequences for students with disabilities.

Assigning Interventions and/or Consequences

Many Peer Conflicts can be resolved immediately and do not require reporting or creation of a Misconduct or Incident Report. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures in this policy must be followed.

Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in the Student Code of Conduct. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. Contact the Office of Social & Emotional Learning for school-wide prevention practices and the CPS Law Department for more information about the appropriate and legal consequences for student misconduct.

When an investigation determines that bullying occurred, the Principal/Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Principal/Designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- The perpetrator is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the perpetrator.
- School staff notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.
- School staff notice a more positive climate in the areas where bullying incidents were high.

What Not To Do:

- Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Restorative approaches may be helpful but only if used after other interventions have balanced the power differential between the perpetrator and target.
- Dismiss bullying as typical student behavior or assume it is not serious.

Referrals

Interventions with bullies should not focus on feelings, but changing thinking. The Principal/Designee shall refer students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills), social work, counseling or school psychological services within the school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency.

The targets of bullying need protection from bullies, but may also need support and help in changing their own behavior. The Principal/Designee shall ask a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience, social-skills training and/or groups where they can practice assertiveness and coping mechanisms, or social work, counseling or school psychological services available within the school. For more information, see *Guidelines for Effective Discipline*.

Appeal

Any party who is not satisfied with the outcome of the investigation may appeal to the CPS Equal Opportunity Compliance Office, or EOCO (telephone: 773/553-1013), within 15 calendar days of notification of the Principal's decision. The EOCO Administrator shall render a final determination in accordance with the timeline and procedures set out in the anti-bullying appeal guidelines established by the EOCO. The EOCO may return the incident to the Network Chief, Principal or their designees for further investigation or reconsideration of the consequence(s), direct the imposition of other consequence(s), or deny the appeal. The EOCO shall notify the party requesting the appeal and the Principal that its decision is final and shall document that notification in the Incident Report in IMPACT.

Consequences for CPS Employees and Contractors

When it is determined that an employee or contractor was aware that bullying was taking place but failed to report it, the employee/contractor will be considered to have violated this policy. The Principal shall consider employee discipline for such violations, making reference to any applicable collective bargaining agreement. Remedies for offending contractors should be imposed according to their Board contracts.

Notice and Dissemination of Requirements

Principals shall follow the requirements established by the Office of Social & Emotional Learning for posting this Anti-Bullying Policy on the school's website, in the school building as well as disseminating and presenting this Policy to school staff as part of pre-school-year professional development.

Training and Professional Development

Staff

Professional development will be offered to build the skills of all CPS employees contractors and volunteers to implement this policy. The content of such professional development shall include, but not be limited to:

1) Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them;

2) Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying;

3) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying; and

4) Information about Internet safety issues as they relate to cyberbullying.

Student Internet Safety Education

In accordance with the Board's Internet Safety Policy (http://policy.cps.k12.il.us/download.aspx?ID=261), each school shall incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to all students. The Chief Officer of Teaching and Learning or designee, shall determine the scope and duration of this unit of instruction and topics covered. At a minimum, the unit of instruction shall address: (a) safety on the Internet; (b) appropriate behavior while online, on social networking Web sites, and in chat rooms; and (c) cyberbullying awareness and response. The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught. Schools shall satisfy the documentation requirements established by the Chief Officer of Teaching and Learning or designee to ensure compliance with this curricular requirement.

attachment A

Chicago Public Schools
Form for Reporting Bullying and Retaliation

NOTE: The reporter may remain anonymous, but no discipline will be imposed based solely upon an anonymous report.

Please submit this report to the principal or any school staff member. You may also call the Violence Prevention Hotline (1-888-881-0606) or email BullyingReport@cps.edu to make a report.

Victim or Target Information

School: _____

Name(s) and grade(s) of Victim/Target:

_____

_____

Reporting Information (*Optional for students/parents/guardians)

Name & Title of Person Reporting: _____

Relationship to Victim/Target: _____

Phone: _____ Email Address: _____

Incident Information

Name(s) of accused bully(ies) OR description (if name(s) unknown): _____

_____

Location of incident: _____

_____

Date and time of incident: _____

Approximate dates, times, and frequency of prior incident(s): _____

Describe what happened and who was present in as much detail as possible (*Required Information): _____

_____

_____

_____

_____

Date of submission: _____

additional resources

PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS[34]

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Administrators are not required to suspend students with disabilities for the recommended periods set forth in this Code for a single incident. Specifically, the Principal or his/her designee has discretion to suspend students with disabilities fewer days than set forth for a single incident. Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773/553-1905) is absolutely necessary. **Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10 school day limit on out of school suspensions will continue to apply.**

When school officials anticipate a referral for expulsion, including referrals requesting emergency assignment pursuant to the CPS SCC, the following apply:

1) School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.

[34] All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with §504 plans.

2) The IEP team must:

A. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:

1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or

2) the conduct in question was the direct result of the school's failure to implement the student's IEP.

B. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

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

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

All MDRs are subject to legal review by the Department of Procedural Safeguards and Parental Supports.

REFERENCE GUIDE FOR GROUPS 4, 5 AND 6 BEHAVIORS INVOLVING DANGEROUS OBJECTS, WEAPONS OR LOOK-ALIKE WEAPONS

SECTIONS 4-13 AND 5-11

If a student simply has any of these objects in his or her possession, but does not use them, (s)he should be recorded to have violated Section 4-13 of the SCC for a first-time violation or 5-11 of the SCC for a second or repeated violation. *If a student uses, or intends to use, any of these objects to inflict harm on someone, the student should be recorded to have violated Section 6-1.*

Knives, including but not limited to:
Steak knife or other kitchen knives
Pen knives/Pocket knives
Hunting knives
Swiss Army knife
Box cutters
Razors

Tools, including but not limited to:
Hammers
Screwdrivers
Saws
Crowbars/Metal pipes
Other objects commonly used for construction or household repair

Other Objects, including but not limited to:
Mace/Pepper spray
Live ammunition/Live bullets
Broken bottles or other pieces of glass
Wooden sticks/boards

SECTION 6-1

If a student has any of these objects in his or her possession or uses any of these objects, (s)he should be recorded to have violated Section 6-1 of the SCC.

Firearms - these include:
Pistol
Revolver
Other firearms
Any part or portion of a machine gun or rifle

Knives - these include only the following types of knives:
Switchblade knives (open automatically by hand pressure applied to a button, spring or other device in the handle of the knife)
Ballistic knives (operated by a coil spring, elastic material, or an air or gas pump)

Explosive Devices/Gases - these include:
Tear gas guns
Projector bombs
Noxious liquid gas
Grenades
Other explosive substances

Other Objects - these include:
Blackjack
Slingshot
Sand club
Sandbag
Metal/brass knuckles
Throwing stars
Tasers/stun guns

"Look-Alike" Firearms - these include:
B.B. guns
Air guns
Other objects, including "toys" or replicas that reasonably resemble real firearms

6-1 SPECIAL CONSIDERATION

If a student simply has any of these objects, or any other similar object in his/her possession, (s)he should not be recorded to have violated of the SCC. *If a student uses, or intends to use, any of these objects to inflict bodily harm on someone, the student should be recorded to have violated Section 6-1.*

Sporting Equipment - these include but are not limited to:
Baseball bats
Golf clubs

Personal Grooming Products - these include but are not limited to:
Nail clippers/files
Combs with sharp handles
Tweezers

School Supplies - these include but are not limited to:
Scissors
Laser pointers
Pens/Pencils
Rulers
Padlocks/Combination locks
Other objects commonly used for educational purposes

additional resources

EXPULSION HEARING AND EMERGENCY ASSIGNMENT GUIDELINES

Request for Expulsion Hearing

- Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.[35]
- If a student's inappropriate behavior falls within Group 5 of the SCC, a school principal *may* request an expulsion hearing for the student. A school principal may also request assignment to an intervention program.
- If a student's inappropriate behavior falls within Group 6 of the SCC, a school principal *must* request an expulsion hearing for a student in 6th through 12th grade or for any student violating section 6-1; a school principal *may* request an expulsion hearing for a student in 5th grade or below committing any other Group 6 behavior.
- The CEO's designee will review the expulsion hearing request and determine whether to refer the student to the Law Department for an expulsion hearing, assign the student to an intervention program, or refer the student back to the school for intervention/support.

Emergency Assignment to Interim Alternative Education Setting

- Students who commit Groups 5 or 6 misconducts may be assigned to an interim alternative education setting on an emergency basis ("emergency assignment") while a request for an expulsion hearing is pending without being given the opportunity for a hearing before an independent hearing officer.
- Requests for emergency assignment must be approved, facilitated, and implemented by the CEO's designee. The CEO's designee may request additional information when considering requests for emergency assignment.
- General education students may be placed in an interim alternative education setting if their presence at the home school poses a continuing danger to people or property, or an ongoing threat of disruption to the academic process. The student will be assigned to the Safe Schools Alternative Program until the expulsion final determination is issued.
- Students with disabilities may be placed in an interim alternative educational setting for a maximum of 45 school days, even in instances where the student's misconduct is ultimately determined to be a manifestation of his or her disability. Students with disabilities may be referred for emergency assignment when in possession of weapons or drugs, or for inflicting serious bodily injury on another person while on school grounds or at a school-sponsored event. The parent or legal guardian may request a due process hearing to challenge the emergency assignment.

Expulsion Hearing Procedures

- The Law Department will schedule expulsion hearings and send parents/guardians a notice letter. The notice will provide a description of the incident, the date of the incident, the SCC inappropriate behavior code(s), and the place, time and date for the expulsion hearing. The notice will be sent by registered or certified mail, or by personal delivery.
- Before the hearing, school principals are responsible for assisting the Law Department with case preparation by identifying witnesses and relevant documents, and reviewing all documentation regarding the incident to ensure it is complete, accurate, and properly written.
- The hearing will be conducted before an independent hearing officer. The Chief Executive Officer's representatives will call witnesses to testify and introduce documents regarding the incident. The student may also call witnesses to testify and introduce documents regarding the incident.

Expulsion Final Determination

- After the hearing, the hearing officer will make a recommendation for intervention or discipline, up to expulsion for a set term of two calendar years.
- The hearing officer's recommendation may be modified on a case-by-case basis by the Chief Executive Officer or designee.
- If a student is expelled, alternative program placement may be offered for the period of the expulsion.
- The hearing officer may recommend that the student attend an intervention program in lieu of expulsion. A recommendation to intervention is subject to approval by the Chief Executive Officer or designee. A student who is recommended for participation in the intervention program in lieu of expulsion but who fails to successfully complete the program shall be expelled.
- During a term of expulsion, students may not participate in extracurricular activities or school-sponsored events, with the exception of activities or events sponsored by the student's alternative program.

Transition when Expulsion Complete

- When a term of expulsion is completed, the student will be transferred to his/her home school.

[35] *This definition does not apply to exclusion of a student from school for failure to comply with immunization requirements or temporary emergency placement.*

- For students attending the Safe Schools Alternative Program, a transition meeting, including the student, parents/guardians, alternative school staff members, and home school staff members, will be scheduled to discuss the student's transition back into the home school environment.

notice to parents and students regarding board policies

NOTICE TO PARENTS AND STUDENTS REGARDING BOARD POLICIES

Discrimination, Sexual Harassment, Retaliation Statement

Any student, or a parent/guardian on the student's behalf, who believes they have been subjected to discrimination, sexual harassment or retaliation based upon race, color, national origin, sex, gender identity/expression, sexual orientation, religion or disability, should notify the Principal, Assistant Principal or the Board's Equal Opportunity Compliance Office ("EOCO"), 125 S. Clark St., 11th floor, Chicago, IL 60603, telephone: 773/553-1013. If after making a report, a student, parent or guardian is not satisfied with the action taken or decision made by the Principal or Assistant Principal, they may appeal to the EOCO.

Pregnant Students Statement

Any pregnant student, or a parent/guardian of a pregnant student, who believes she has been subjected to discrimination or harassment based on her pregnant status or parental status, should notify the Principal, Assistant Principal, or the Board's EOCO, 125 S. Clark St., 11th floor, Chicago, IL 60603, telephone: 773/553-1013. Such complaints may include being excluded from any part of a school's educational program, including extracurricular activities.

Student Records

Under the Federal Family Educational Rights and Privacy Act ("FERPA") and the Illinois School Student Records Act ("ISSRA"), students and their parents have certain rights with respect to the student's educational records. These rights transfer solely to the student who has reached the age of 18, graduated from secondary school, married or entered into military service, whichever comes first.

Notice of Student Record Retention and Disposal

The law requires the Board of Education of the City of Chicago (the "Board") to maintain educational records, which includes both "permanent records" and "temporary records." A student's permanent record contains the student's name, place and date of birth, address, transcript, parent(s) name(s) and address(es), attendance records, and other information mandated by the Illinois State Board of Education. The student's temporary records include all school-related student information not contained in the permanent record. Student records may include both paper and electronic records.

According to Board policy, the retention periods for student records are as follows:

Student Grade Level	Record Category	Minimum Record Retention Period	Destruction Authorized When
Elementary and High School	Permanent Student Records	82 years after the student's date of birth	Student Age – 83
Elementary and High School	Temporary Special Education Records	27 years after the student's date of birth	Student Age – 28
High School	Temporary Student Records	27 years after the student's date of birth	Student Age – 28
Elementary	Temporary Student Records	20 years after the student's date of birth	Student Age – 21

The Board will follow the above retention schedule and will destroy these student records in the natural course of business when the records are eligible for disposal. Notice of the record disposal schedule is provided through annual newspaper publication. To review student records after the student has transferred, graduated or withdrawn from school, parents and students may contact the student's former school or Former Student Records (773-553-2340). For additional information, refer to the Board's Policy on Student Records Retention at http://policy.cps.k12.il.us/download.aspx?ID=84.

Right to Review and Challenge Student Records

Parents and students, whether emancipated or not, have the right to inspect and copy all of the student's educational records maintained by the school or the Board unless the parent is prohibited by an order of protection from obtaining those records within 45 days after the day the school receives a request for access. Parents of eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

When a student is transferring to a school outside the Chicago Public Schools district, parents have the right to inspect and copy and to challenge their children's temporary and permanent student records prior to the time records are transferred to the out-of-district school.

Schools may not charge to search for or retrieve information, though schools may charge a reasonable fee to copy records. *No parent or student shall be denied a copy of the student records due to their inability to pay.*

Parents have the right to request that a school corrects recorded information (with the exception of academic grades) that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA and ISSRA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a formal hearing by submitting a written request to the Board. Parents should contact the Office of Diverse Learner Supports and Services, Chicago Public Schools, 125 S. Clark Street, 8th Floor, Chicago, IL 60603, for a formal hearing. After the hearing, if the Board decides not to amend the record, the parent has the right to place a statement with the records commenting on the contested information in the record. The parent may appeal the Board's decision by contacting the Illinois State Board of Education (ISBE), Division Supervisor for the Division of Accountability, 100 W. Randolph St., Suite 14-300, Chicago, IL 60601. For more information on how to review and/or challenge a student's record, review the Board's policy on "Parent and Student Rights of Access to and Confidentiality of Student Records" (http://policy.cps.k12.il.us/documents/706.3.pdf).

Release of Student Records

Parents and eligible students have the right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Generally, schools may not release student records information without written permission from the parent. However, the law allows the disclosure of records, without consent, to select parties, including:

- School district employees or officials[1] who have legitimate educational interest[2] in the student;
- Officials, upon request, of another school district or institutions of post-secondary education in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer;
- Certain government officials as required by State or Federal law;
- Persons conducting studies, pursuant to a written agreement with the Board;
- Individuals who have obtained a court order regarding the records, provided the parents are notified;
- Persons who need the information in light of a health or safety emergency; and
- State and local authorities in the juvenile justice system.

A school may also disclose, without consent, certain "Directory Information" such as a student's name, address, telephone number, date and place of birth, and awards and dates of attendance, provided that prior to the release of the Directory Information the parents are given the opportunity to opt out of the release of this information, in which case the information will not be released.

Please note that no person may condition the granting or withholding of any right, privilege or benefit or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record that the individual may obtain through the exercise of any right secured under ISSRA.

Release of Directory Information

The Chicago Public Schools may disclose directory information about students to specific parties who have an educational interest, through written requests. Specific parties who may request this information include, but are not limited to, external organizations delivering services to students such as Boys and Girls Clubs, YMCA, PTA, City sister agencies, and providers of programming that enriches a student's academic and/or social and emotional learning.

If a parent or student does not wish to have the student's directory information released, they must submit a written request to the Chief of Staff of the Office of College and Career Success, Chicago Public Schools, 125 S. Clark St., 12th Floor, Chicago, IL 60603,773-553-2108 (phone), 773-553-2148 (fax). The request to opt out must include the student's name, ID number and school. For convenience, the Board has developed an opt-out form which is available at all Chicago Public Schools. **Parents and students must submit their opt-out request by October 1st if they wish to opt out of releasing directory information.** For more information on opting out of the release of directory information, please review the Board's "Parent and Student Rights of Access to and Confidentiality of Student Records Policy" (http://policy.cps.k12.il.us/documents/706.3.pdf).

Release of Records to Recruiters

The No Child Left Behind Act ("NCLB") and the Illinois School Code require school districts to provide the names, addresses and telephone numbers of all 11th and 12th grade students to military recruiters or institutions of higher

[1] A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. School officials can include contractors, consultants, volunteers or other parties under the Board's direct control with whom the Board has agreed to outsource certain institutional services or functions, and who have a legitimate educational interest in the specific education records disclosed. The Board's agreement with these contractors, consultants, volunteers or other parties will specifically outline the legitimate educational interest and which educational records are disclosed.

[2] A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

learning upon their request. This information is made available to recruiters only through the Director of Policies and Procedures. Parents and students, regardless of whether the student is emancipated or not, may request that their contact information not be disclosed as described below.

If a parent or student does not wish to have the student's contact information released to military recruiters or institutions of higher education, they must submit a written request to the Director of Policies and Procedures, Chicago Public Schools, 125 S. Clark St., 5th Floor, Chicago, IL 60603, FAX 773/553-2151. The request to opt out must include the student's name, ID number and school. For convenience, the Board has developed an opt-out form which is available at all Chicago Public Schools high schools. **Parents and students must submit their opt-out request to the Director of Policies and Procedures by December 1st if they wish to opt out of releasing student records to recruiters.** For more information on opting out of the release of contact information to recruiters, please review the Board's "Recruiter Access Policy" (http://policy.cps.k12.il.us/documents/708.1.pdf).

Release of Records for FAFSA Completion Project and National Student Clearinghouse

The Board releases student Directory Information on all 12th grade students to:

1) The Illinois Student Assistance Commission (ISAC) to assist students with college financing opportunities by completing the Free Application for Federal Student Aid (FAFSA) and to determine eligibility for ISAC-related scholarships. The FAFSA is required for students to receive many forms of college financial aid; ISAC and CPS collaborate to support family FAFSA completion; and

2) The National Student Clearinghouse, an organization which provides data to CPS on students' postsecondary enrollment and retention. The National Student Clearinghouse helps CPS to understand and improve the college readiness and success of CPS graduates.

The Directory Information to be released is: the student's name, address, date of birth and high school name. If a parent or student does not wish to have the student's Directory Information released to ISAC for the FAFSA Completion Project and scholarships or the National Student Clearinghouse they must submit a written request to the attention of the Chief of Accountability, Office of Accountability, Chicago Public Schools, 125 S. Clark St., 16th Floor, Chicago, IL 60603, 773/553-4444, FAX 773/553-3758. The request to opt out must include the student's name, ID number and school. For convenience, the Board has developed an opt-out form which is available at all Chicago Public Schools high schools. **Parents and students must submit their opt out request to the Office of Accountability by October 1st if they wish to opt out of releasing student Directory Information for the FAFSA Completion Project and/or the National Student Clearinghouse.**

Filing of Complaints

Parents have the right to file a complaint with the U.S. Department of Education if they believe the school district has failed to comply with the requirements of FERPA by contacting the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5901.

Student Interventions

The District maintains a policy on the use of momentary physical interventions to maintain the safety of students and staff and to remove disruptive students from the classroom (http://policy.cps.k12.il.us/documents/705.7.pdf). The District also maintains a policy on the use of Behavioral Interventions, Physical Restraints and Isolated Time-Outs with Students with Disabilities (http://policy.cps.k12.il.us/documents/705.4.pdf).

Notice of Search and Seizure Policy

Any Person who enters onto the property of the Board of Education of the City of Chicago may be subject to a search in accordance with the Board's Search and Seizure Policy, (http://policy.cps.k12.il.us/documents/409.3.pdf).

Student Research Surveys

The District maintains a Research Study and Data Policy to address how individuals may conduct student research activities including surveys in the Chicago Public Schools (http://policy.cps.k12.il.us/documents/203.4.pdf). This policy has been established to comply with the requirements of the Federal Pupil Protection Rights Act ("PPRA"). Parents or guardians who believe their rights under the PPRA may have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Administration of Medications Policy

The District maintains a policy on the requirements for the administration of medication to a student during school hours (http://policy.cps.k12.il.us/documents/704.2.pdf). A written request must be made by a licensed physician and submitted on the CPS medication request form. The parent/guardian must submit a signed Parent's Authorization to Release Medical Information form. Medication will not be administered unless these forms are properly completed and received. This policy addresses administration of both prescription drugs and non-prescription (over the counter) drugs. Students shall not bring medication to school without authorization.

Title IX

Title IX of the Educational Amendments of 1972 banned discrimination on the basis of sex in schools and governs the overall equity of treatment and opportunity in athletics programs in schools. The Chicago Public Schools (CPS) is committed to providing participation opportunities for female and male students at CPS schools that effectively accommodate the athletic interests and abilities of both sexes consistent with the requirements of Title IX, its implementing regulations and applicable United States Department of Education Office of Civil Rights policies.

In order to accommodate the interests and abilities of female students, any student or other interested party, such as a coach or parent, may contact the CPS Department of Sports Administration Title IX Compliance Coordinator at amwilliams65@cps.edu, or by calling 773/534-0700 or 773/534-0723, to inquire about adding a new sport or a new level (e.g. varsity, junior varsity, sophomore, freshman) to an existing sport at any CPS school.

CPS Policy Website

Copies of all Board Policies can be obtained on the CPS Website at (http://policy.cps.k12.il.us/) or by writing to the Board Secretary, Chicago Board of Education, 125 S. Clark St., 6th Floor, Chicago, Illinois 60603.

Notes

Notes

Chicago Public Schools

City of Chicago

Rahm Emanuel
Mayor

Chicago Board of Education

David J. Vitale
President

Jesse H. Ruiz
Vice President

Members:

Dr. Carlos M. Azcoitia
Dr. Henry S. Bienen
Dr. Mahalia A. Hines
Deborah H. Quazzo
Andrea L. Zopp

Chicago Public Schools

Barbara Byrd-Bennett
Chief Executive Officer

EdisonLearning, Inc.
Harborside Financial Center
2910 Plaza 5
Jersey City, NJ 07311
Phone 201 630-2600

Chairman James P. Trakas
George Voinovich Reclamation Academy
11801 Buckeye Road
Cleveland, OH 44120

April 7, 2015

Re: Letter of Good Standing

I am writing to confirm that EdisonLearning is in good standing and has demonstrated a consistent record of meeting contractual expectations, including financial, instructional, and compliance requirements.

George Voinovich Reclamation Academy is currently managed by EdisonLearning.

Sincerely,

James P. Trakas
Chairman of The Board of Education

edisonlearning®

EdisonLearning, Inc.
Harborside Financial Center
2910 Plaza 5
Jersey City, NJ 07311
Phone 201 630-2600

Chairman James P. Trakas
Frederick Douglass Reclamation Academy
3167 Fulton Road
Cleveland, OH 44109

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Chairman of The Board of Education

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EdisonLearning, Inc.
Harborside Financial Center
2910 Plaza 5
Jersey City, NJ 07311
Phone 212 419-1600
Fax 201 333-5424

James P. Trakas
Board Chairman
Provost Academy Ohio
1335 Dublin Rd. Suite 50A
Columbus, OH 43215

April 7, 2015

Re: Letter of Good Standing

I am writing to confirm that EdisonLearning is in good standing and has demonstrated a consistent record of meeting contractual expectations, including financial, instructional, and compliance requirements.

EdisonLearning currently manages Provost Academy Ohio.

Best regards,

James P. Trakas
Board Chairman, Provost Academy Ohio

EdisonLearning, Inc.
Harborside Financial Center
2910 Plaza 5
Jersey City, NJ 07311
Phone 201 630-2600

Chairwoman Laura Christobek
Accelerated Achievement Academy - Cincinnati
415 West Court Street
Cincinnati, OH 45203

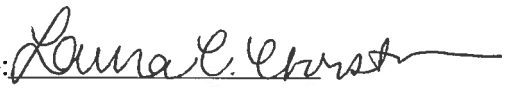
April 7, 2015

Re: Letter of Good Standing

I am writing to confirm that EdisonLearning is in good standing and has demonstrated a consistent record of meeting contractual expectations, including financial, instructional, and compliance requirements.

Accelerated Achievement Academy - Cincinnati is currently managed by EdisonLearning.

School Board Chair:

Signature: 

edisonlearning®

EdisonLearning, Inc.
Harborside Financial Center
2910 Plaza 5
Jersey City, NJ 07311
Phone 201 630-2600

Ms. Sheri Hughes
Richland Academy
75 North Walnut Street
Mansfield

April 7, 2015

Re: Letter of Good Standing

I am writing to confirm that EdisonLearning is in good standing and has demonstrated a consistent record of meeting contractual expectations, including financial, instructional, and compliance requirements.

Accelerated Achievement Academy - Cincinnati is currently managed by EdisonLearning.

Authorizer:

Signature: Sheri Hughes

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Harborside Financial Center
2910 Plaza 5
Jersey City, NJ 07311
Phone 201 630-2600

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George Voinovich Reclamation Academy
11801 Buckeye Road
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Sincerely,

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Chairman of The Board of Education

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Board Chairman
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Best regards,

James P. Trakas
Board Chairman, Provost Academy Ohio

Non-Renewed District Partnership Contracts:

South Carolina's Palmetto Priority School – 4 schools (2010-12)
Four South Carolina schools that needed turnaround support in 2010-11 partnered with EdisonLearning under South Carolina's Palmetto Priority School initiative. During the brief two-year engagement, which concluded due to the elimination of funding, historic achievement gains took place at the schools. All four schools showed strong gains in math with average gains of 11 percentage points. The schools outperformed the comparable turnaround schools by meeting a greater percentage of AYP objectives - 81% of AYP objectives were met vs. 63.5% of objectives met by the other turnaround schools.

Peoria (IL) School District – 4 Schools (1999-2011)
In 2011, the Peoria District 150 announced – primarily due to financial cutbacks - that it was concluding its partnership with EdisonLearning. During our time in Peoria, each of the schools we partnered with were recognized and honored for the significant and positive impact on their students. Each school was named an "Illinois Spotlight School", and they received "Leadership Team Awards" and "Academic Improvement Awards" from the Illinois State Board of Education on numerous occasions. Further, Northmoor was named a "National Blue Ribbon School" - the highest recognition that any public school in the United States can receive.

Baltimore City Schools – 3 Schools (2000-2013)
In 1999, the State of Maryland assumed control of three of the worst performing schools in the City of Baltimore. After an extensive review process, then- Maryland State Superintendent, Dr. Nancy S. Grasmick, asked EdisonLearning to manage these schools for five years. By 2006, the Maryland State Department of Education determined that EdisonLearning had fulfilled its contract to improve the schools, and the schools were to revert back to the Baltimore City Schools. However, parents at the three schools came out in significant numbers to demand the continuation of the EdisonLearning program that was having a significant positive influence on their children's education. Therefore, the Baltimore City Public Schools established a partnership with EdisonLearning to continue working in the schools.

In order to reduce a $55 million budget shortfall in 2009, the Baltimore City Schools instituted a number of dramatic spending cuts, which included employee layoffs and the elimination of numerous programs. As a result of this action, EdisonLearning partnership was reduced to working only with Montebello. In 2013, the Baltimore City Schools concluded its relationships with six outside education providers, including EdisonLearning.

School District of Philadelphia – 20 schools (2001-2011)
In 2000, the School District of Philadelphia was directed by the state to embark upon one of the most significant educational reform efforts ever undertaken by an urban school system in the United States. EdisonLearning (then-Edison Schools) was one of the organizations that stepped forward to advance the learning experience for Philadelphia's students.

When EdisonLearning began its partnership with the twenty lowest performing schools in the city, there were 10,000 students in these schools who were nearly two grade levels behind in math, and 9,000 students who were nearly two grade levels behind in reading. Today, those numbers have been cut in half. Within the first four years of the partnership, 12 of the 20 schools reached the AYP (Average Yearly Progress) targets set by the Federal Government; and 18 of the 20 met AYP targets over the course of the past ten years.

In 2011, the Philadelphia School District totally refocused its efforts to turnaround under-performing schools. Therefore, the contracts of all outside providers were not renewed.

Concluded Charter Relationships

Chicago International Charter Schools, Chicago, IL – (1999-2012)
When it was founded by a group of business leaders, Chicago International Charter School (CICS) determined that they would work in collaboration with one or more school management organizations to manage day-to-day school operations. EdisonLearning was one of the first organizations they sought out, primarily based on organization's extensive experience working in under-resourced urban communities where families with children had few high quality educational options. The relationship with CICS covered the academic and management role at four CICS campuses in Chicago: Longwood, Loomis Primary, Lloyd Bond, and Larry Hawkins; and the CICS Patriots campus in Rockford. These five schools had a student population composed of 96% ethnic minorities.

In keeping with EdisonLearning's belief that the essential outcome of its work with partnership schools is to establish long-term capacity to sustain academic progress; after a productive and positive 12-year relationship, CICS and EdisonLearning decided to end their partnership in 2012.

Ben Ross Academy, Warren, MI - (2004-2010)
Reduced per pupil funding and high operational costs limited full implementation of school design model. Board and organization agreed to disengage partnership.

Intown Academy, Atlanta, GA (2010-2014)
Assisted school's founding board in creation of the school, and helped develop independent operational capacity. Relationship concluded at the end of contract.

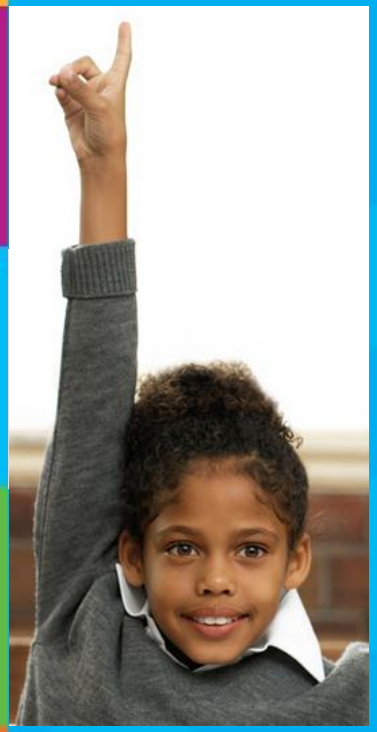
Andrew H. Wilson Charter, New Orleans, LA (2007-2012)
Intercultural Charter School, New Orleans, LA (2008-2012)
The Recovery School District, which basically replaced the existing local school districts in the areas hit by Hurricane Katrina, sought out EdisonLearning to help establish new charter schools. Both the Wilson Charter and Intercultural Charter Schools were a part of this effort, and EdisonLearning assisted both in the actual creation of the schools. As the schools established the capacity to operate independently, the partnerships with both were concluded in 2012.

Linear Leadership Academy, Shreveport, LA (2008-2010)
Financial restraints limited full implementation of school design, Board and organization agreed to conclude partnership.

Capital High Academy, Baton Rouge, LA (2008-2011
Over the course of the relationship with the school's governing board, differing viewpoints on the best approaches to bring about academic excellence for the students of Capitol High; as well as reduced per pupil funding and high operational costs limited full implementation of school design; brought both organizations to the conclusion that it was best for the school, its students, and the community as whole, that we end our working relationship.

Dayton Academy, Dayton, OH (1999-2012)
Dayton View Academy, Dayton, OH (2000-2012)
EdisonLearning worked with the governing board of both schools to establish a quality education alternative for families in Dayton. In February 2012, the charter board informed the company that it would operate both schools on their own, beginning with the coming school year. EdisonLearning publically supported the decision, and offered to do whatever was necessary to ensure a smooth and seamless transition. In 2013, the charter board consolidated both schools in the newer building, and renamed the school, Dayton Leadership Academy.

Possibility Prep, Prince Georges County, Maryland (2010-2011)
Possibility Prep was a boys-only, middle charter school, founded by the 100 Black Men of Maryland that opened in August, 2010. EdisonLearning initially partnered with 100 Black Men to provide a whole school management arrangement. Throughout the early months of the school's operation, it became evident that the lack of necessary financial resources would limit the full implementation of school design. Additionally, the Board and organization had differing views on the qualifications and hiring of the school leadership and teaching staff. Prior to the conclusion of the school year, the Board and EdisonLearning mutually agreed to conclude the partnership. Shortly thereafter, the Prince Georges County School District voted to revoke the school's charter – a decision that was later reversed in June, 2011. The Possibility Prep Board worked in the ensuing months to keep the school open, and to operate it on their own; however they were unable to open the school in the fall of 2011.



State Level
Student Assessment Data

MANAGED SCHOOLS

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INDIANA

MANAGED SCHOOLS

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INDIANA

- ISTEP in Grades 7-8
- ECA (End of Course Assessments) in Grades 9-12
  - 3 subjects: English 10, Algebra I, Biology I

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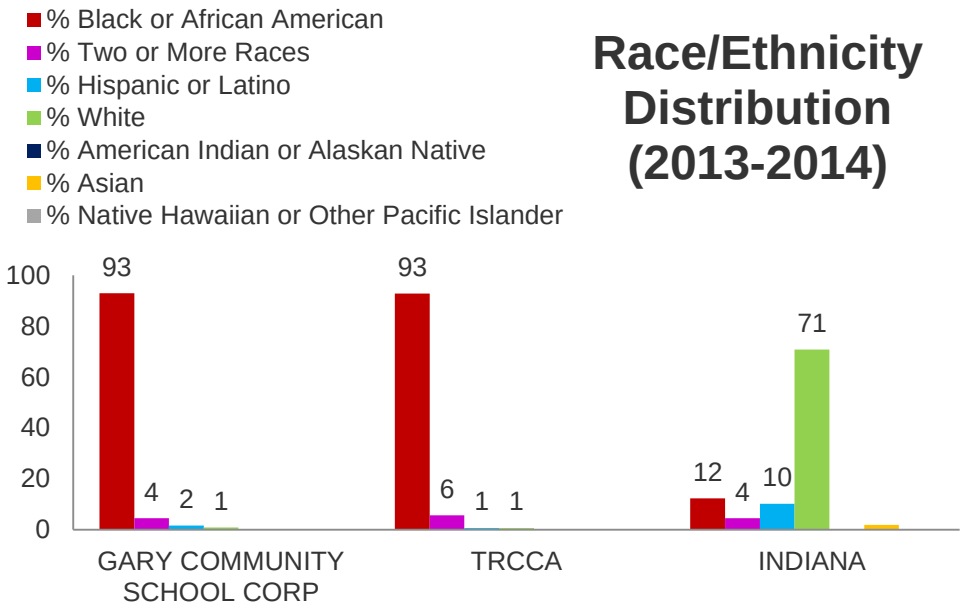
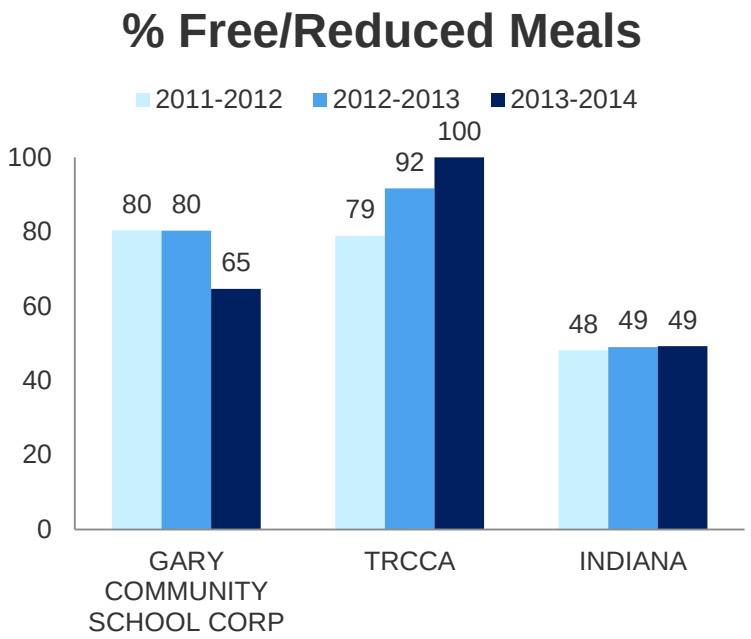
TRCCA (Theodore Roosevelt Career & Tech Academy)*

[Grades 9-12], *Summer 2012





- The school demographics distribution is very different from the state demographics distribution
  - Almost 100% of the school's students are minority students
- % of students in the school receiving Free/Reduced Meals has been increasing over the last 3 years and is now 100%
- % of students in GCSC receiving Free/Reduced Meals has been declining over the last 3 years.

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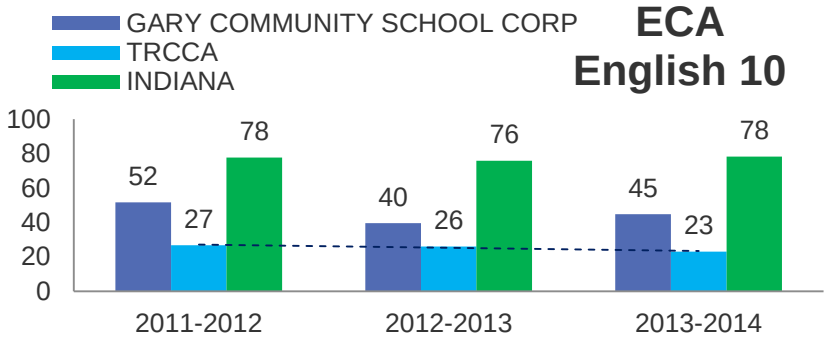
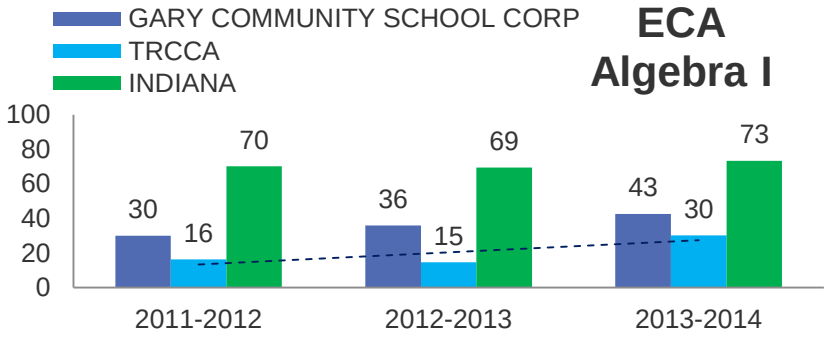
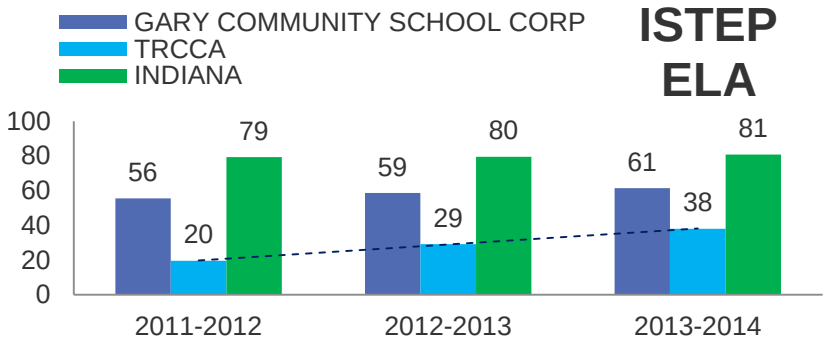
TRCCA (Theodore Roosevelt Career & Tech Academy)*

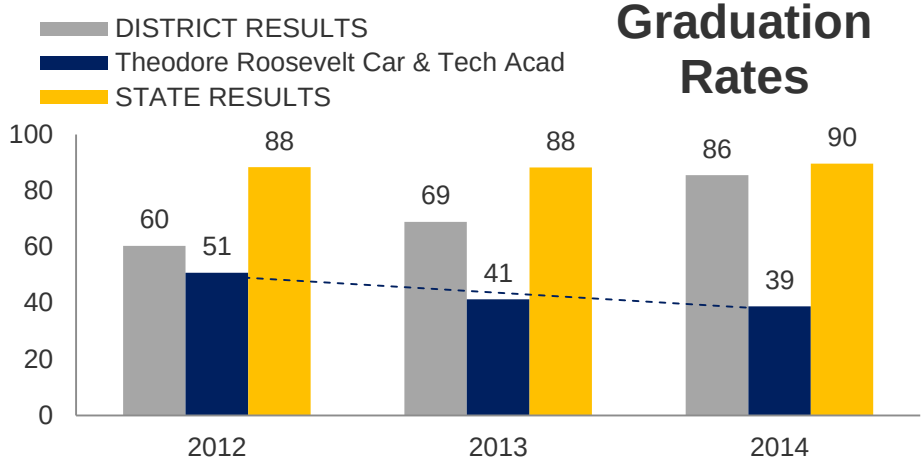
[Grades 7-12], *Summer 2012

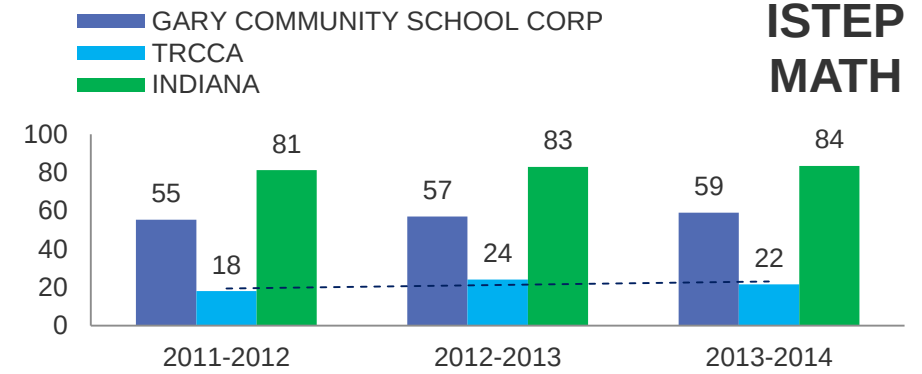
- Grades 7-8: Average reading performance is higher than average math performance.
- Grades 9-10: Average math performance is higher than average reading performance.











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COLORADO

MANAGED SCHOOLS

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COLORADO -

1. Assessment results are for TCAP. Colorado switched to TCAP in 2011-2012 school year. Before 2011-2012, Colorado used a different assessment, CSAP
    1. CSAP/TCAP: reading, writing, math given in grades 3-10; science given in grades 5, 8, 10
    2. Reported in four proficiency levels: Unsatisfactory, Partially Proficient, Proficient, Advanced
2. The state report rates schools on the following categories:
    1. Academic Achievement
    2. Academic Growth
    3. Academic Growth Gaps
    4. Postsecondary and Workforce Readiness (high schools)

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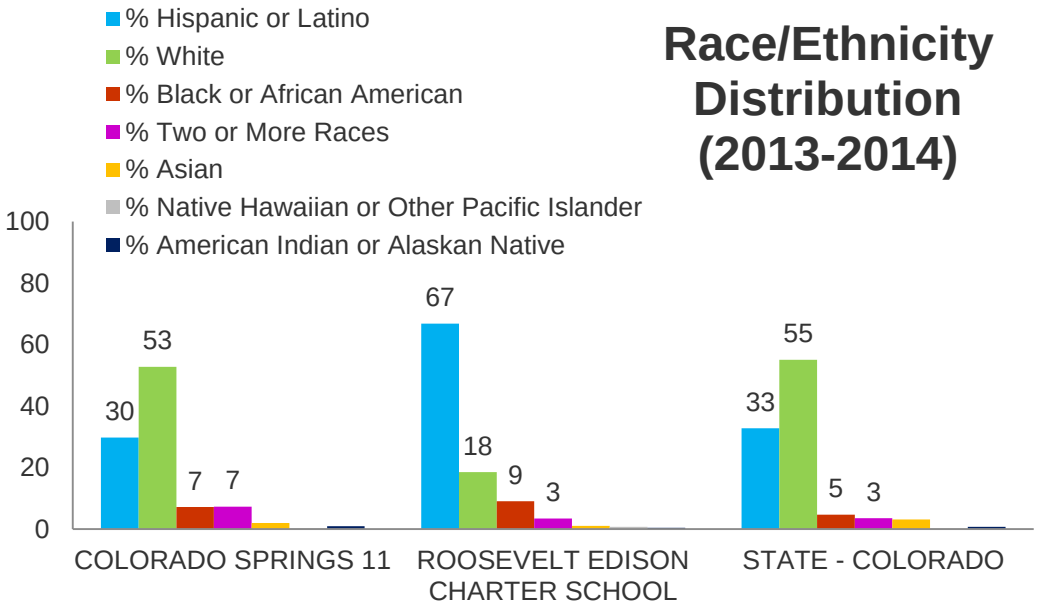
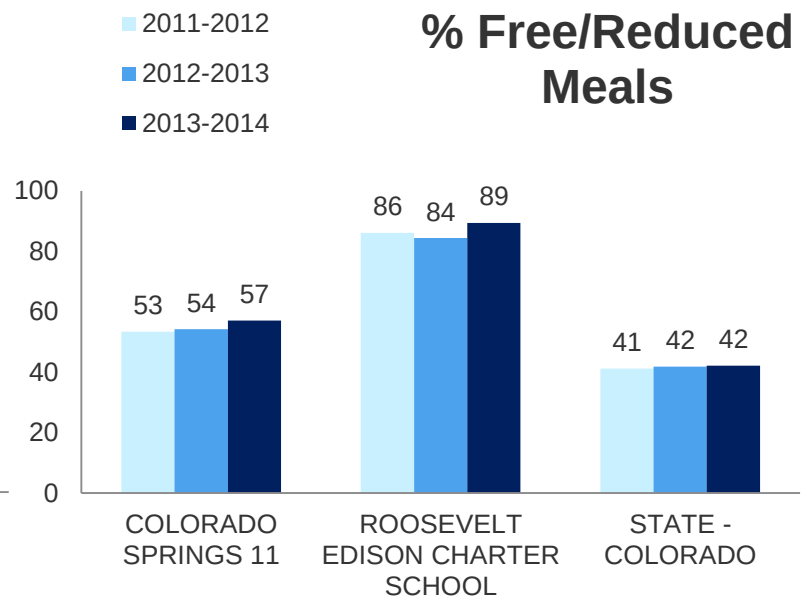
Roosevelt-Edison Charter School (RECS)* - Demographics

[Grades K-5], *Started in





Year	Overall State Rating	Academic Achievement	Academic Growth	Academic Growth Gaps	Test Participation
2011-2012	Improvement	Approaching	Approaching	Approaching	Meets 95% Participation Rate
2012-2013	Performance	Approaching	Meets	Approaching	Meets 95% Participation Rate
2013-2014	Improvement	Approaching	Does Not Meet	Does Not Meet	Meets 95% Participation Rate

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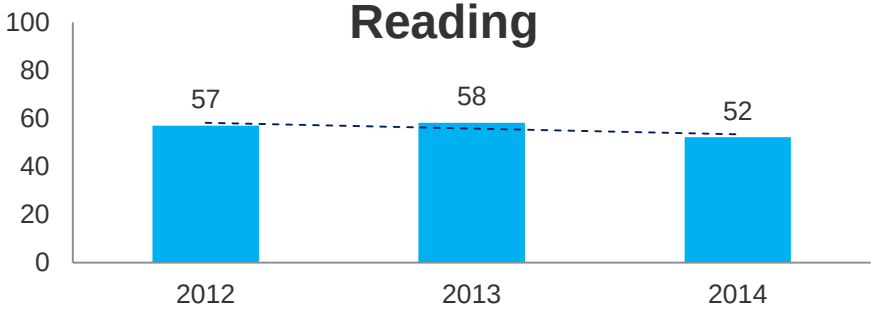
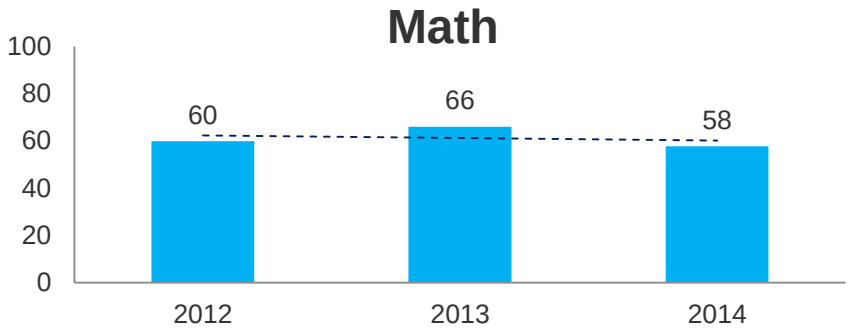
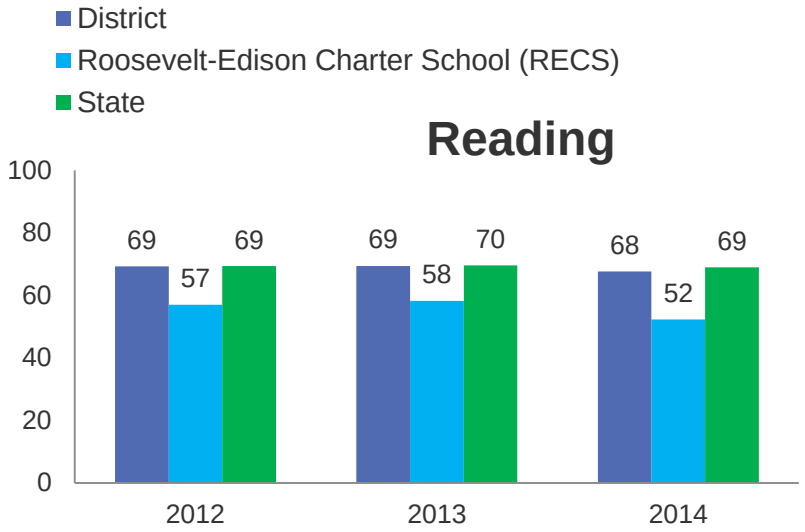
Roosevelt-Edison Charter School (RECS)*

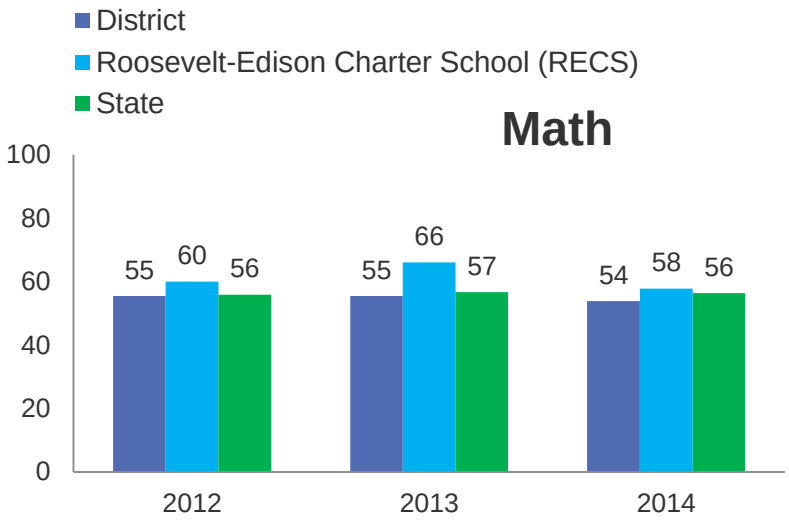
[Grades K-5], *Started in

- Out-performing district and state in math assessments
- Average math performance is slightly higher than average reading performance.









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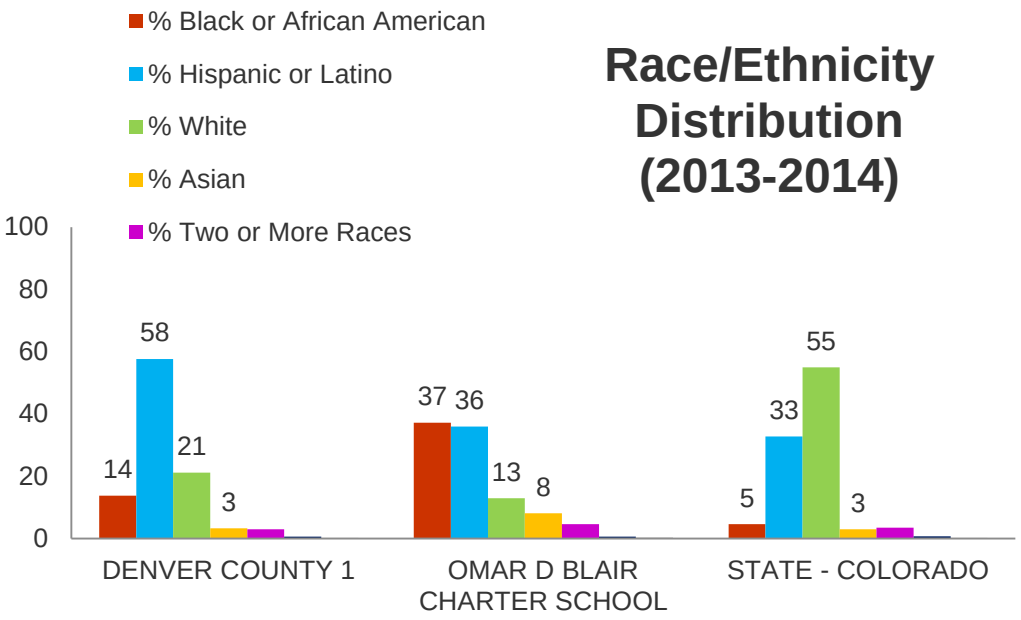
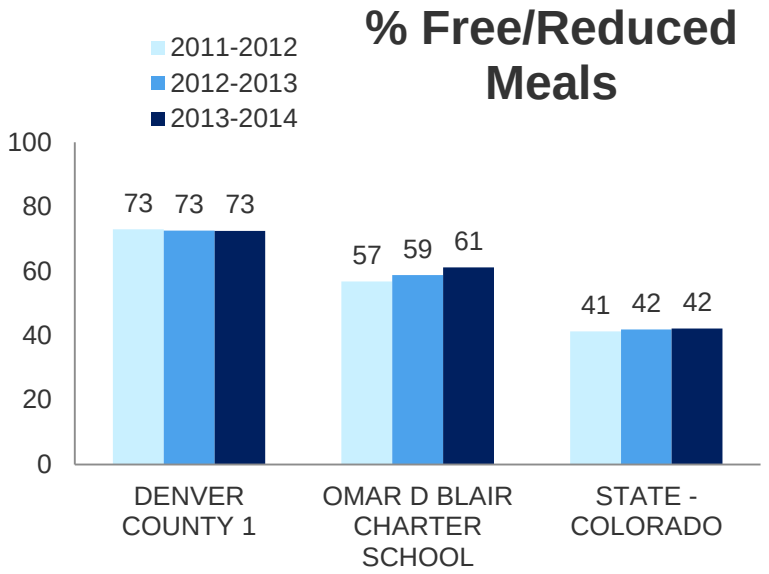
Omar D. Blair (ODB) - Demographics





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2013-2014	Performance	Approaching	Meets	Meets	Meets 95% Participation Rate

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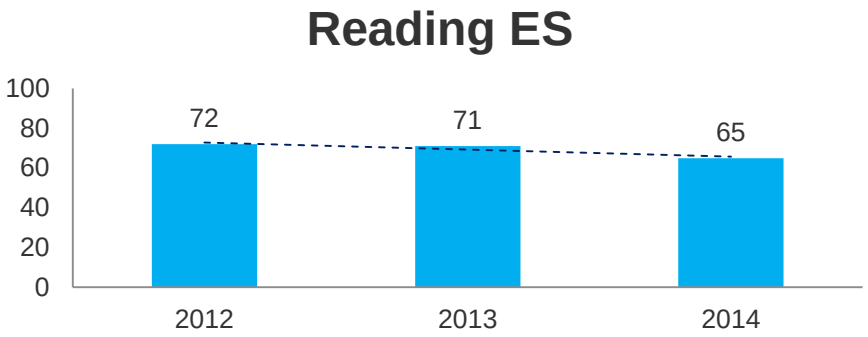
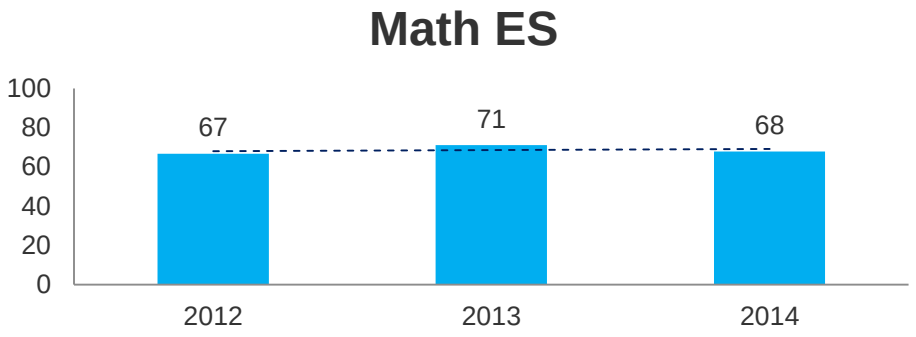
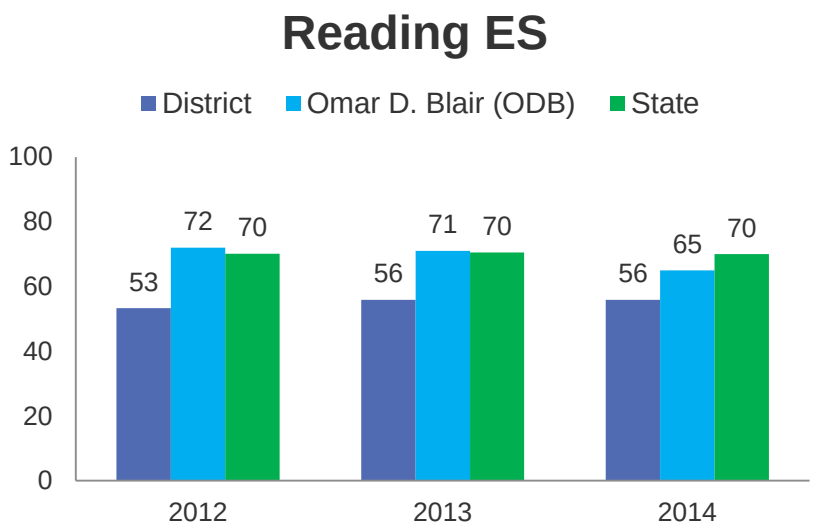
Omar D. Blair (ODB) - ES*

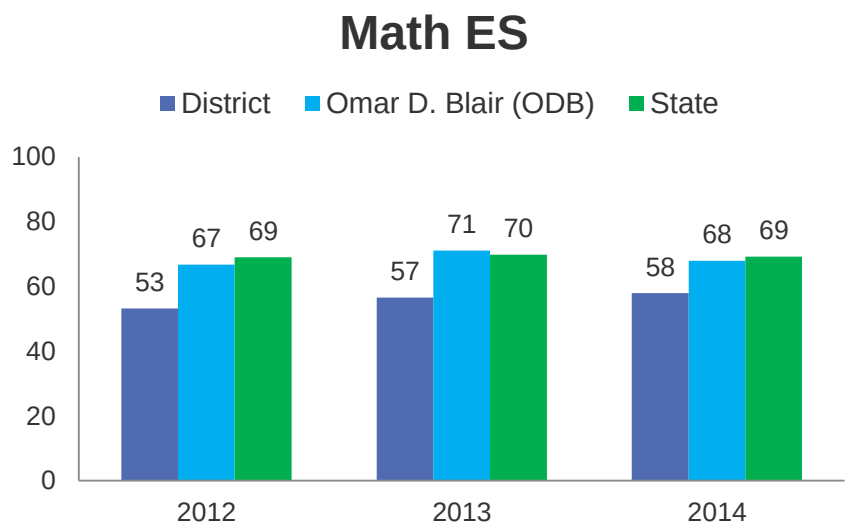
[Grades K-5], *Started in

- Out-performing the district in both assessments.
- Close to matching the state in both assessments this year.









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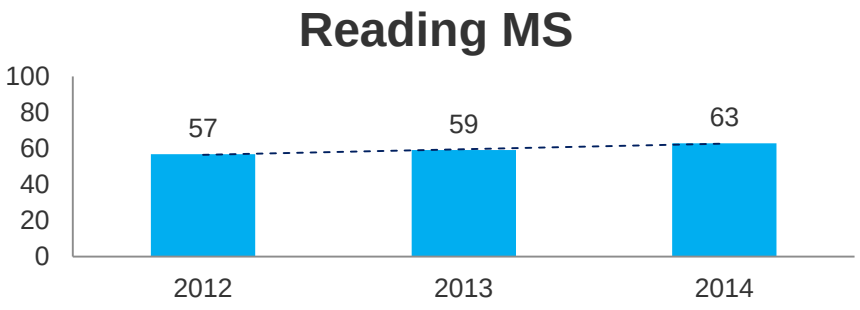
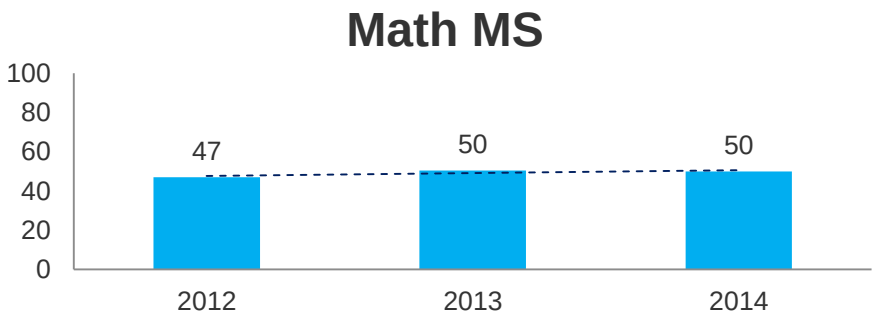
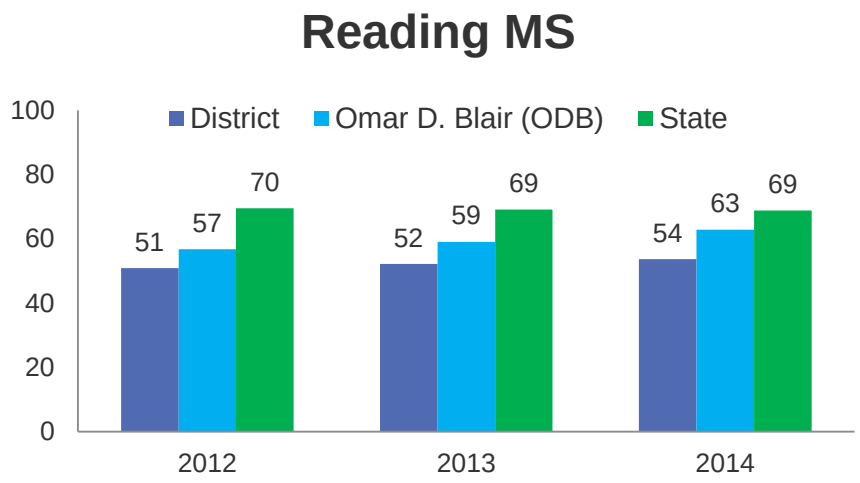
Omar D. Blair (ODB) - MS*

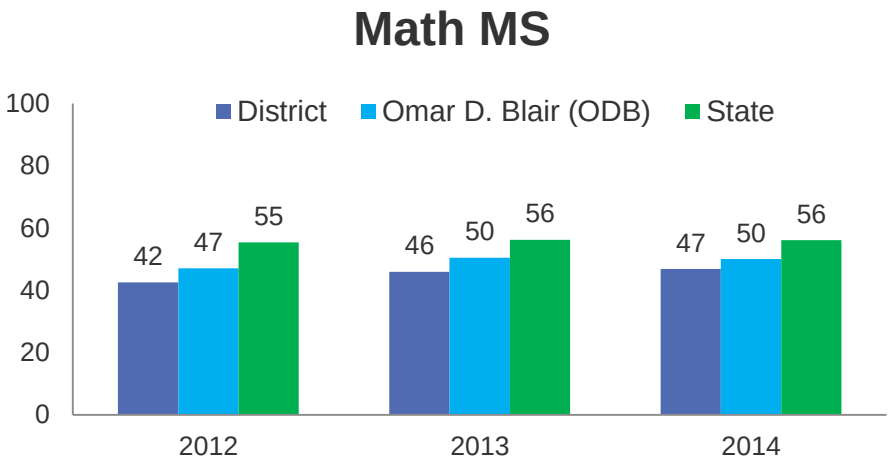
[Grades 6-8], *Started in

- Out-performing the district in both assessments. Closing in on the state results.
- Slight increase in reading performance over time, math is relatively unchanged.









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GEORGIA

MANAGED SCHOOLS

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GEORGIA

- The scores included in the slides are EOCT (End of Course Test) scores.
  - The EOCT program was retired after the November 2014 administration.
  - The Georgia Milestones Assessment System has replaced the EOCT beginning with the 2014-2015 school year.
- Georgia has an accountability metric “College and Career Ready Performance Index” (CCRPI)
  - The total possible CCRPI score is 110 points (100 points and 10 Challenge Points). The index includes the following components:

Component	Possible Points
Achievement	60
Progress	25
Achievement Gap	15
Challenge (Bonus) Points	10
Total Score	110

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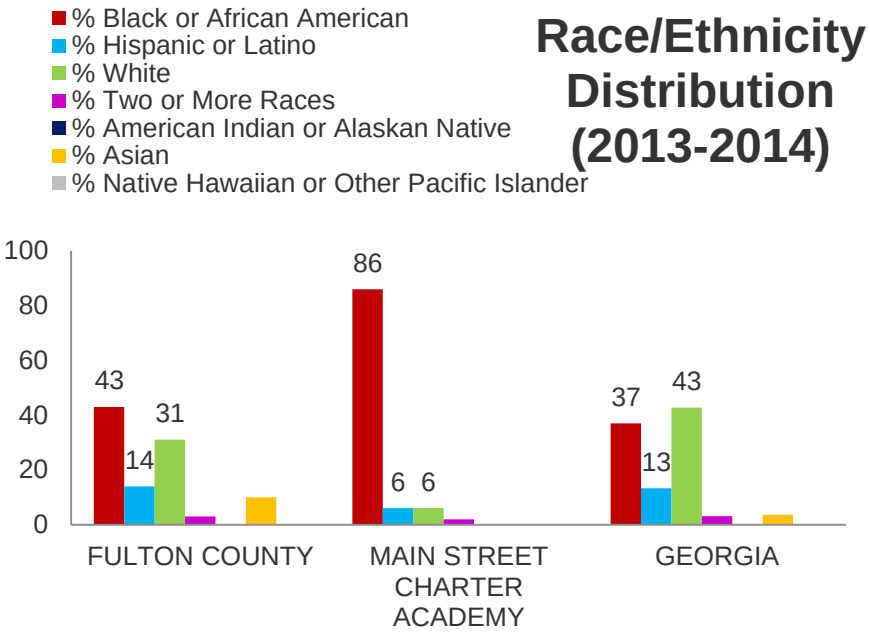
Main Street Academy*

[Grades K-6], *Started in in Fall 2010

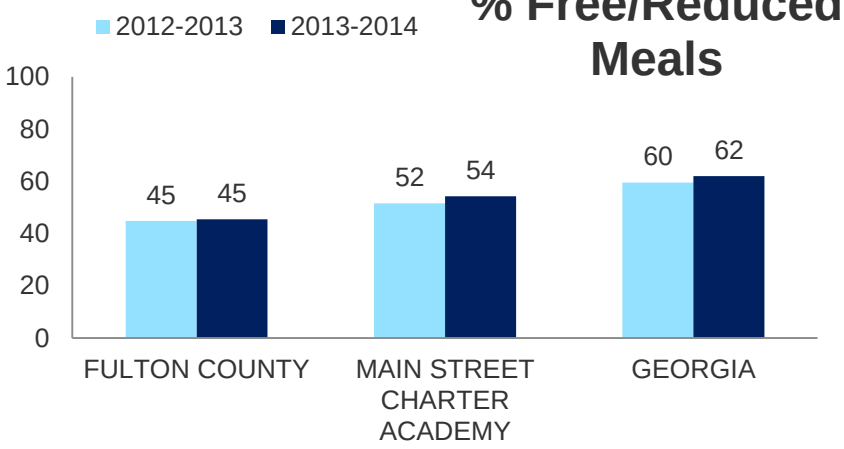
Name	Year	CCRPI Score	Achievement Points	Progress Points	Achievement Gap Points
MAIN STREET CHARTER ACADEMY - ES	2013-2014	75	49	16	9
MAIN STREET CHARTER ACADEMY - ES	2012-2013	78	46	16	13
FULTON COUNTY - ES	2013-2014	73	50	16	5
FULTON COUNTY - ES	2012-2013	78	50	17	7
GEORGIA - ES	2013-2014	73	48	16	5
GEORGIA - ES	2012-2013	78	48	17	9

Name	Year	CCRPI Score	Achievement Points	Progress Points	Achievement Gap Points
MAIN STREET CHARTER ACADEMY - MS	2013-2014	61	44	15	1
MAIN STREET CHARTER ACADEMY - MS	2012-2013	69	45	15	8
FULTON COUNTY - MS	2013-2014	73	51	16	5
FULTON COUNTY - MS	2012-2013	75	50	17	6
GEORGIA - MS	2013-2014	74	49	16	7
GEORGIA - MS	2012-2013	75	48	17	7

Race/Ethnicity Distribution (2013-2014)



% Free/Reduced Meals



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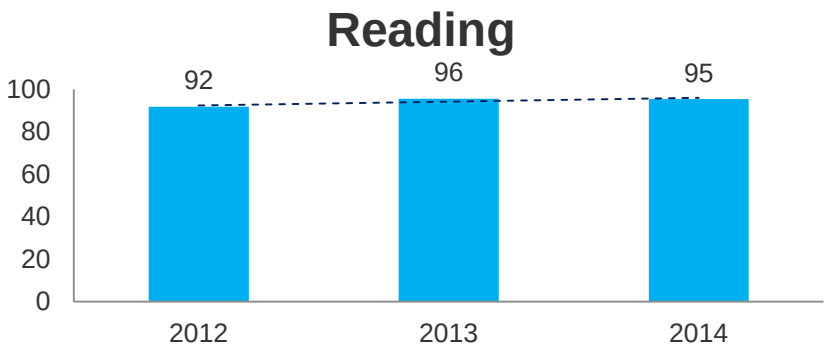
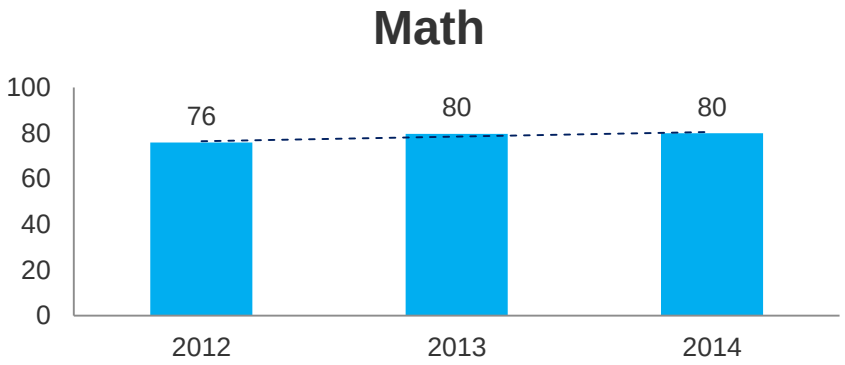
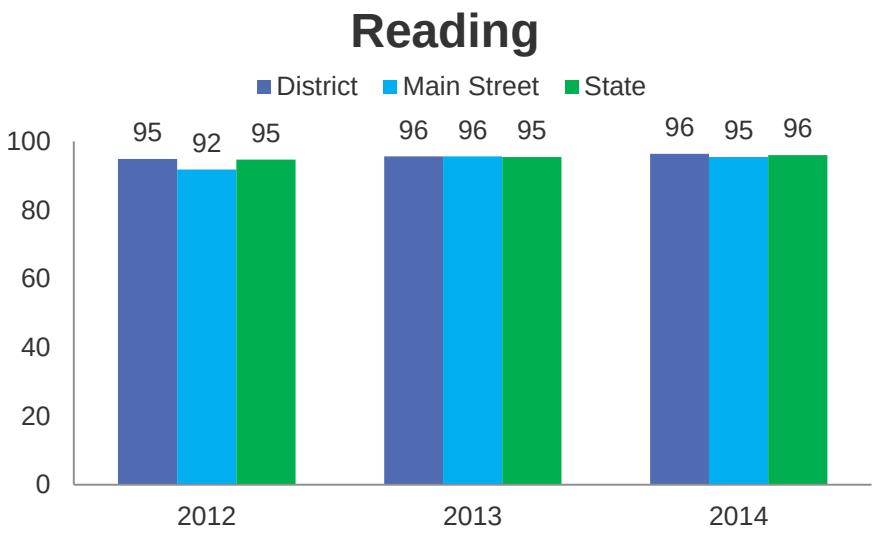
Main Street Academy*

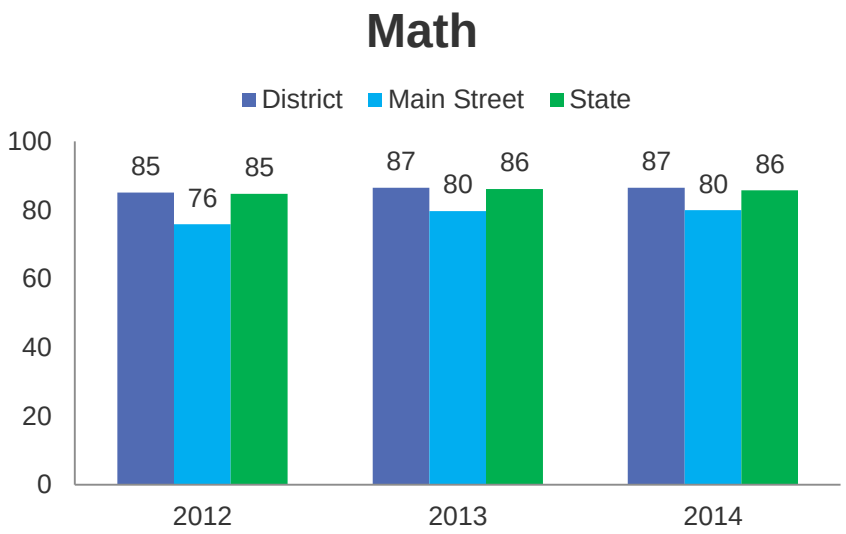
*[Grades K-6], *Started in in Fall 2010

- Performance in reading is higher than performance in math and it is comparable to state and district performance.









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MINNESOTA

MANAGED SCHOOLS

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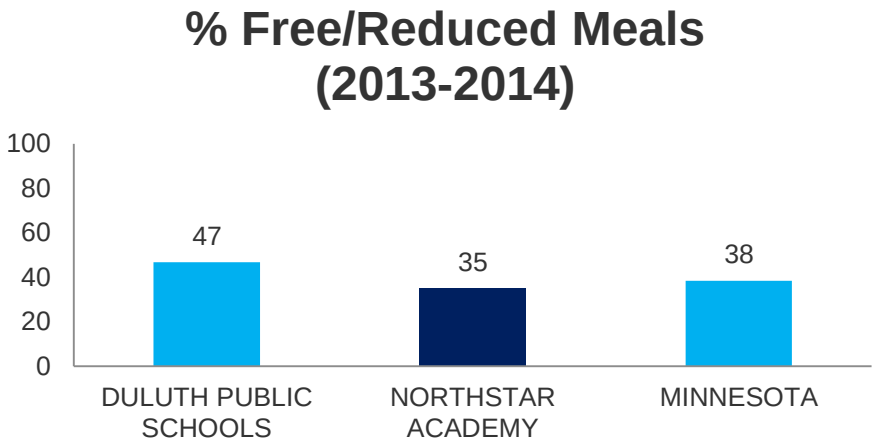
NorthStar Academy*

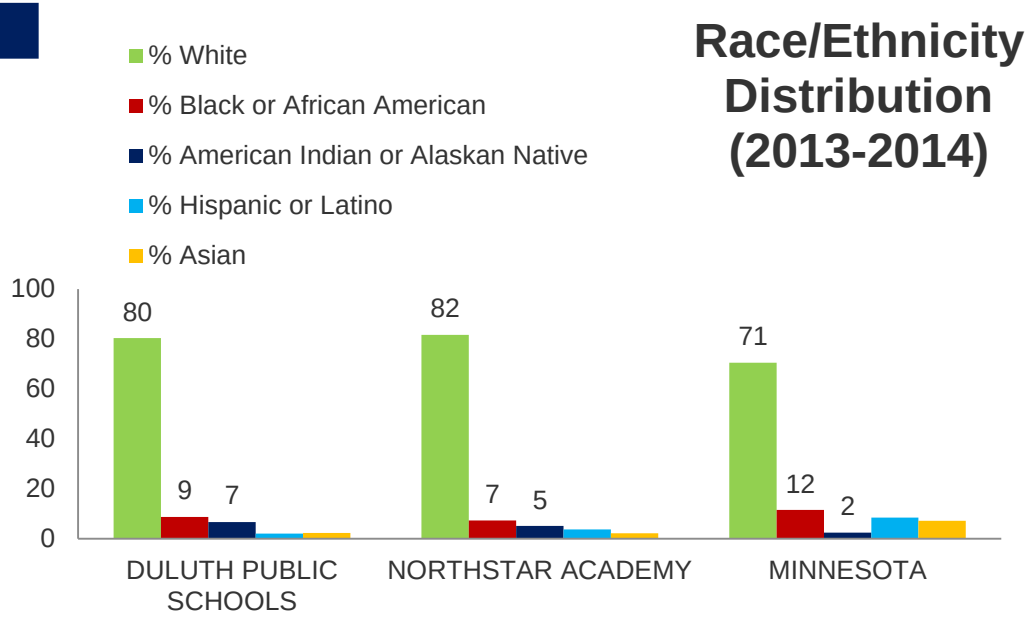
*[Grades K-8], *Started in

Name	NORTHSTAR ACADEMY
Year	2013-2014
Multiple Measurements Rating (MMR)	63
Proficiency	40
Growth	28
Achievement Gap Reduction	27
Total Points (out of 150 points)	95

School Performance: What are our Multiple Measurement Ratings?

The Multiple Measurement Rating (MMR) is a measurement of school performance used for holding schools accountable under Minnesota's approved No Child Left Behind waiver.





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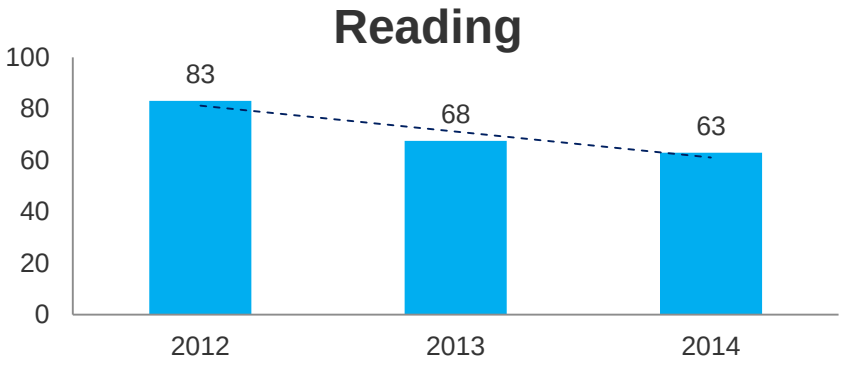
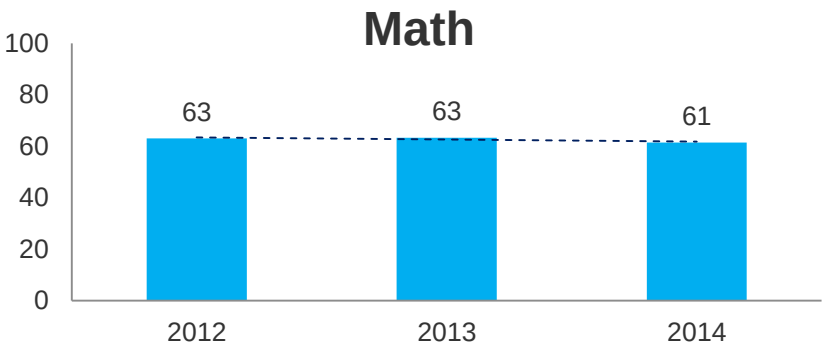
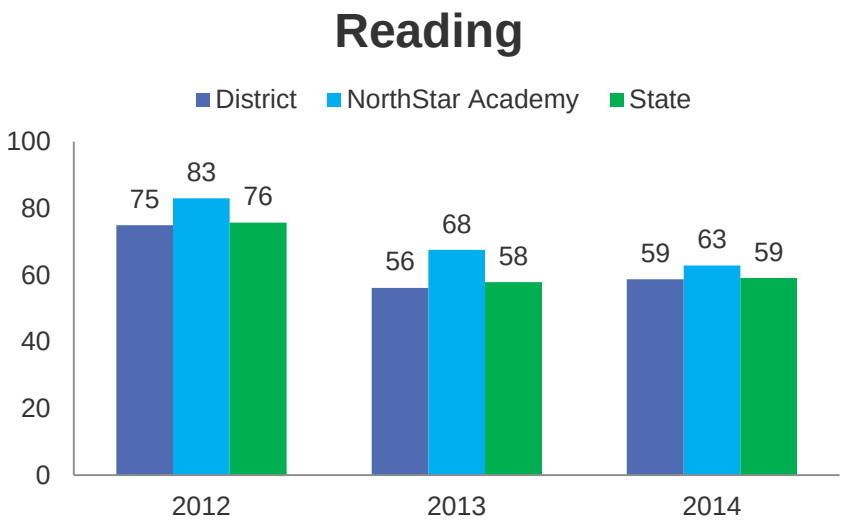
NorthStar Academy*

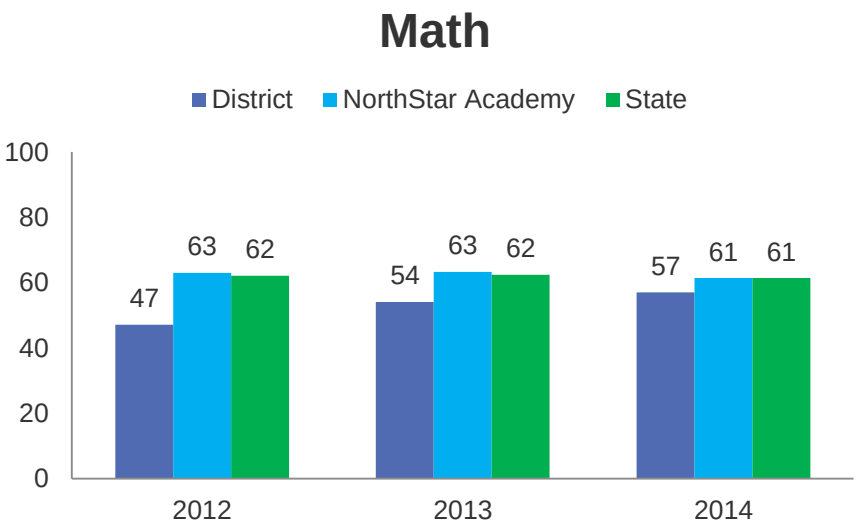
*[Grades K-8], *Started in

- There was a new reading test in 2013.









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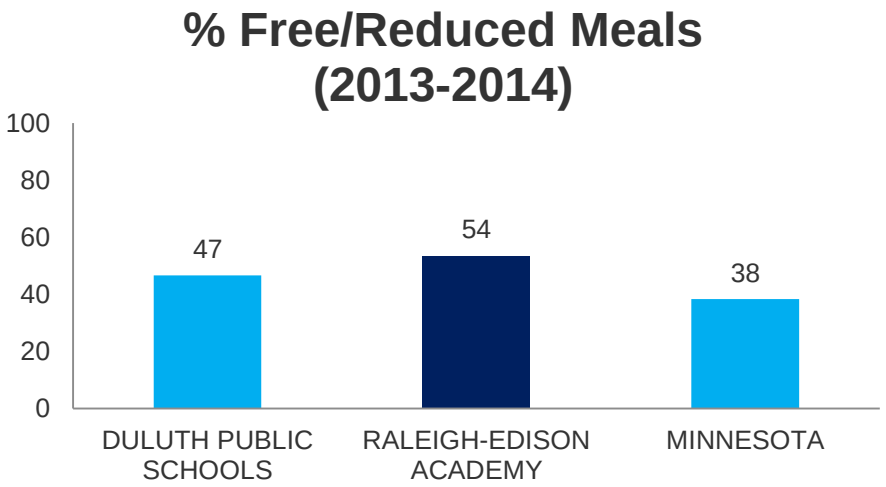
Raleigh-Edison Academy*

[Grades K-5], *Started in

Name	RALEIGH-EDISON ACADEMY
Year	2013-2014
Multiple Measurements Rating (MMR)	62
Proficiency	39
Growth	27
Achievement Gap Reduction	27
Total Points (out of 150 points)	93



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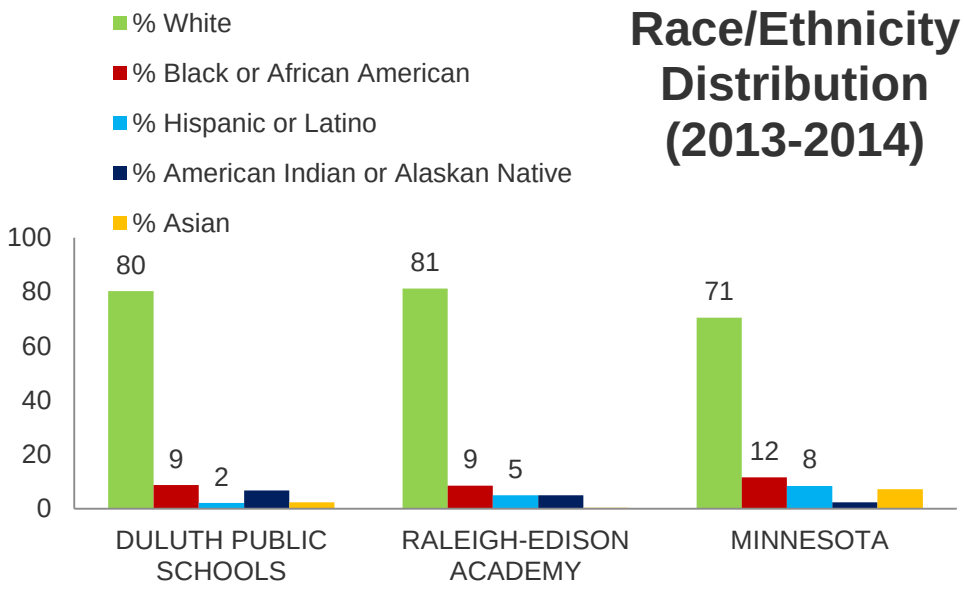

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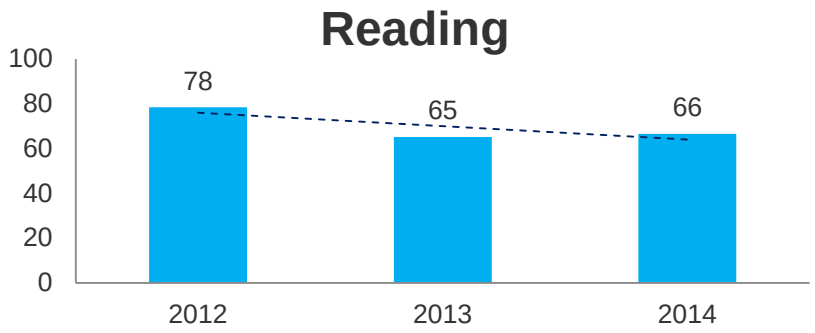
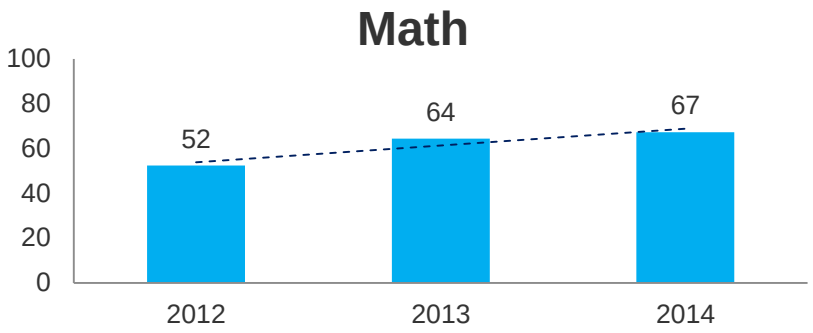
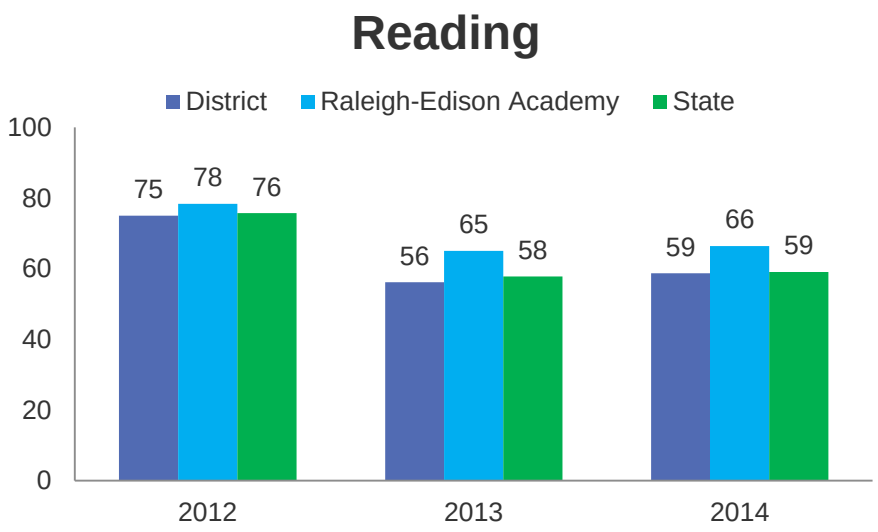
Raleigh-Edison Academy*

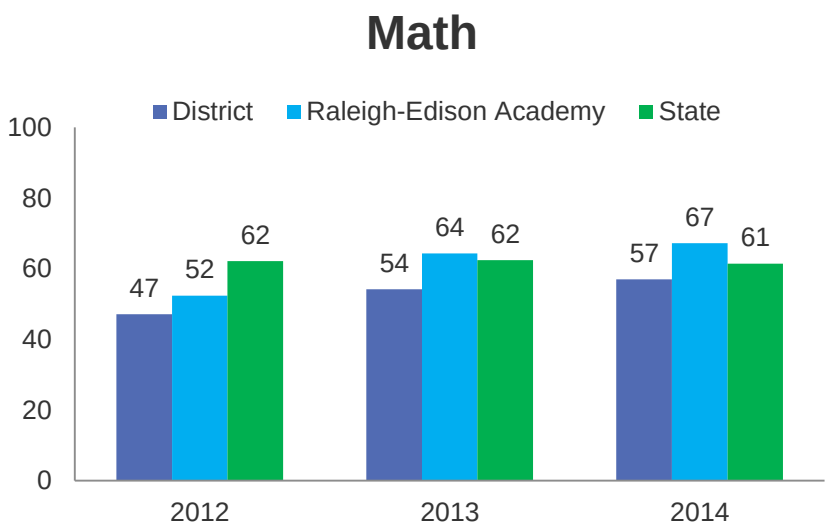
[Grades K-5], *Started in

- Performance in reading has declined since 2012. Out-performing the district and the state.
- Performance in math has increased since 2012. Out-performing the district and the state.









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PROVOST ACADEMIES

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COLORADO

PROVOST ACADEMY

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COLORADO -

1. Assessment results are for TCAP. Colorado switched to TCAP in 2011-2012 school year. Before 2011-2012, Colorado used a different assessment, CSAP
    1. CSAP/TCAP: reading, writing, math given in grades 3-10; science given in grades 5, 8, 10
    2. Reported in four proficiency levels: Unsatisfactory, Partially Proficient, Proficient, Advanced
2. The state report rates schools on the following categories:
    1. Academic Achievement
    2. Academic Growth
    3. Academic Growth Gaps
    4. Postsecondary and Workforce Readiness (high schools)

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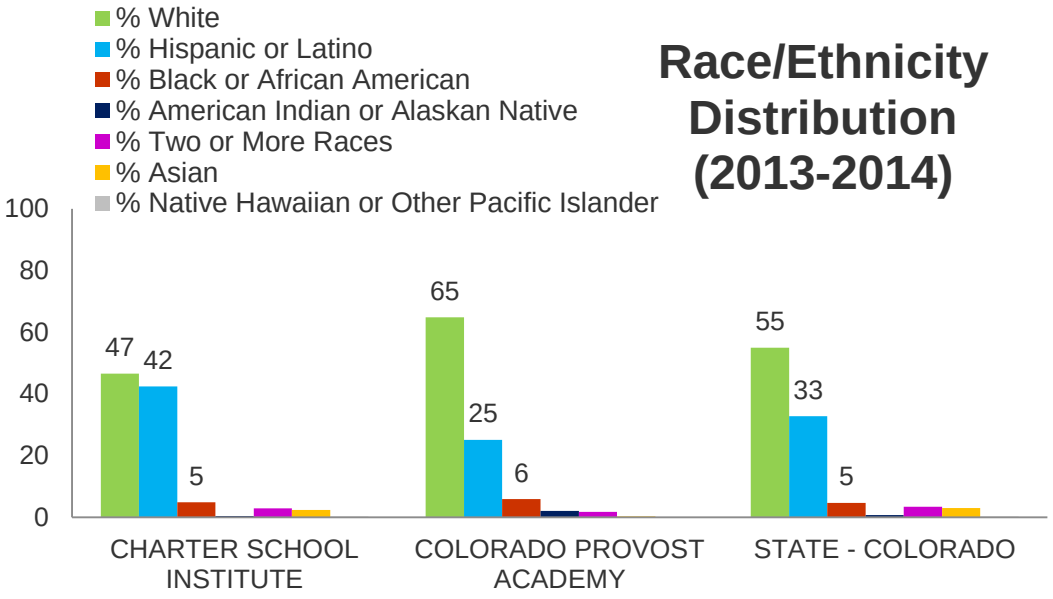
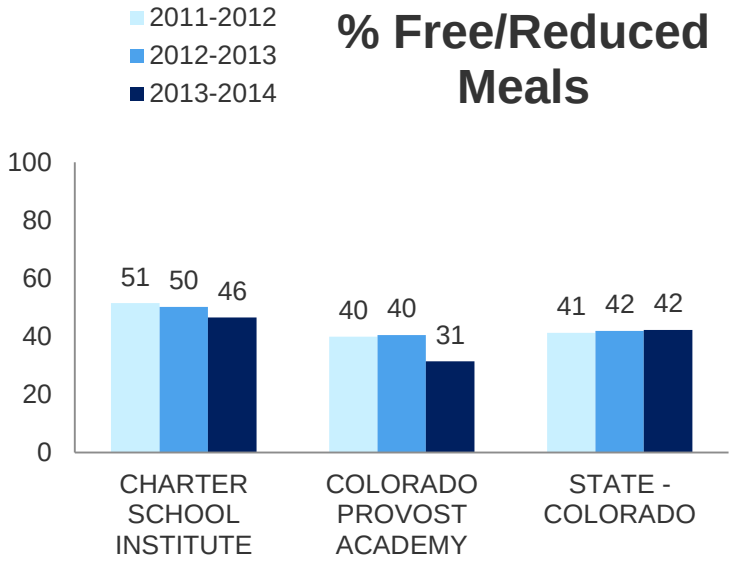
Provost Academy Colorado* - Demographics Data

[Grades 9-12], *Started in Fall 2010





Year	Overall State Rating	Academic Achievement	Academic Growth	Academic Growth Gaps	Postsecondary and Workforce Readiness	Test Participation
2011-2012	Priority Improvement Entering Year 2* of Priority Improvement or Turnaround	Approaching	Approaching	Approaching	Does Not Meet	Does Not Meet 95% Participation Rate
2012-2013	Priority Improvement Entering Year 3* of Priority Improvement or Turnaround	Does Not Meet	Approaching	Approaching	Does Not Meet	Meets 95% Participation Rate
2013-2014	Priority Improvement Entering Year 4* of Priority Improvement or Turnaround	Approaching	Approaching	Approaching	Does Not Meet	Meets 95% Participation Rate

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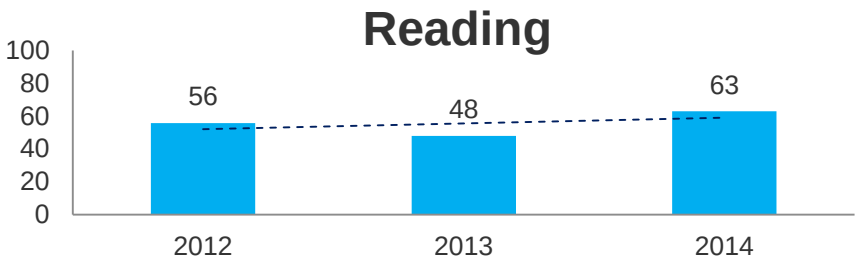
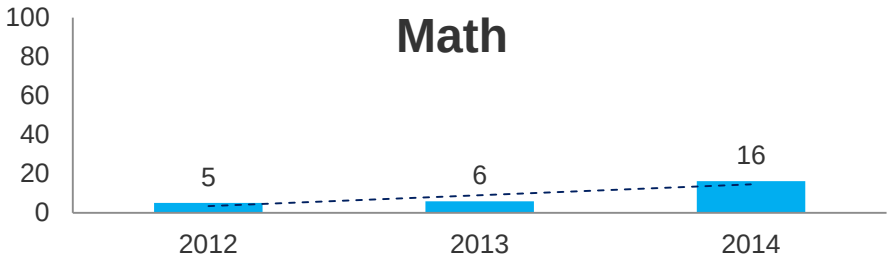
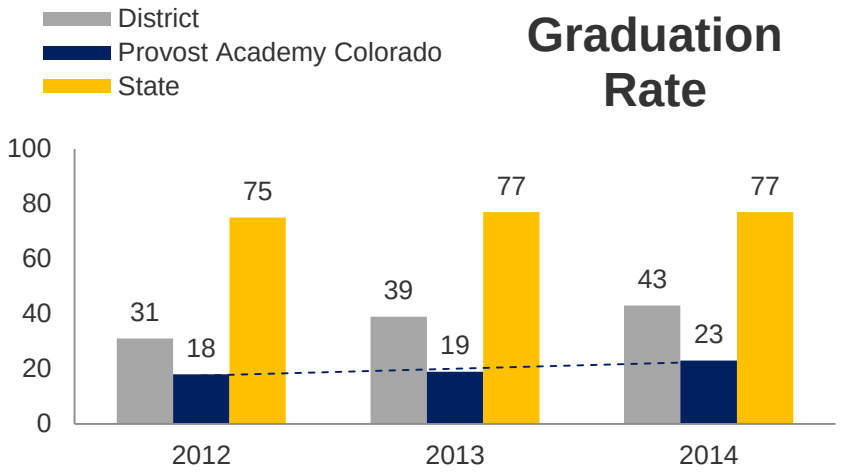
Provost Academy Colorado*

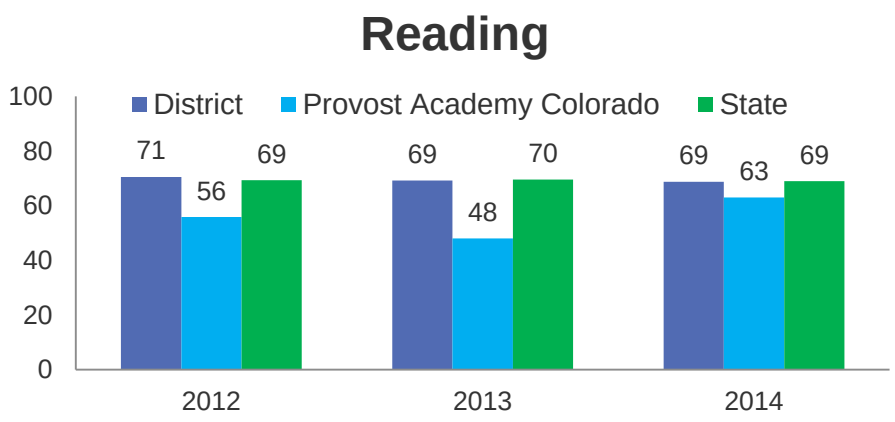
[Grades 9-12], *Started in Fall 2010

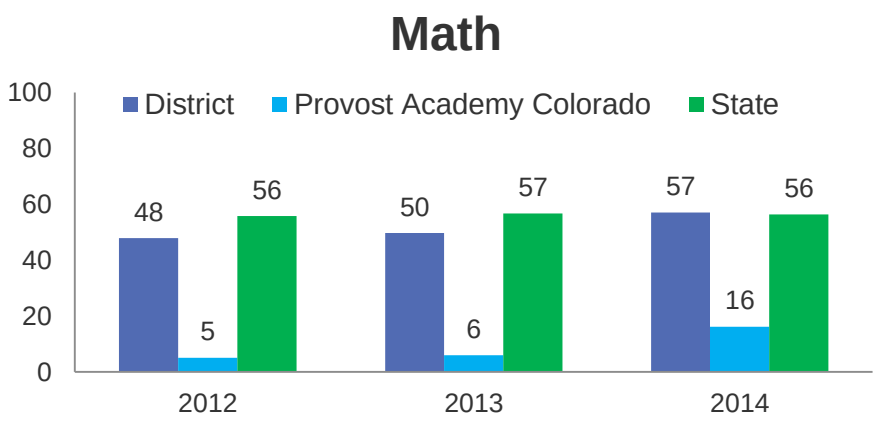
- Graduation Rate, Reading have increased over the last 3 years, but still under-performing the state
- Average reading performance is much higher than average math performance











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GEORGIA

PROVOST ACADEMY

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GEORGIA

- The scores included in the slides are EOCT (End of Course Test) scores.
  - The EOCT program was retired after the November 2014 administration.
  - The Georgia Milestones Assessment System has replaced the EOCT beginning with the 2014-2015 school year.
- Georgia has an accountability metric “College and Career Ready Performance Index” (CCRPI)
  - The total possible CCRPI score is 110 points (100 points and 10 Challenge Points). The index includes the following components:

Component	Possible Points
Achievement	60
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Challenge (Bonus) Points	10
Total Score	110

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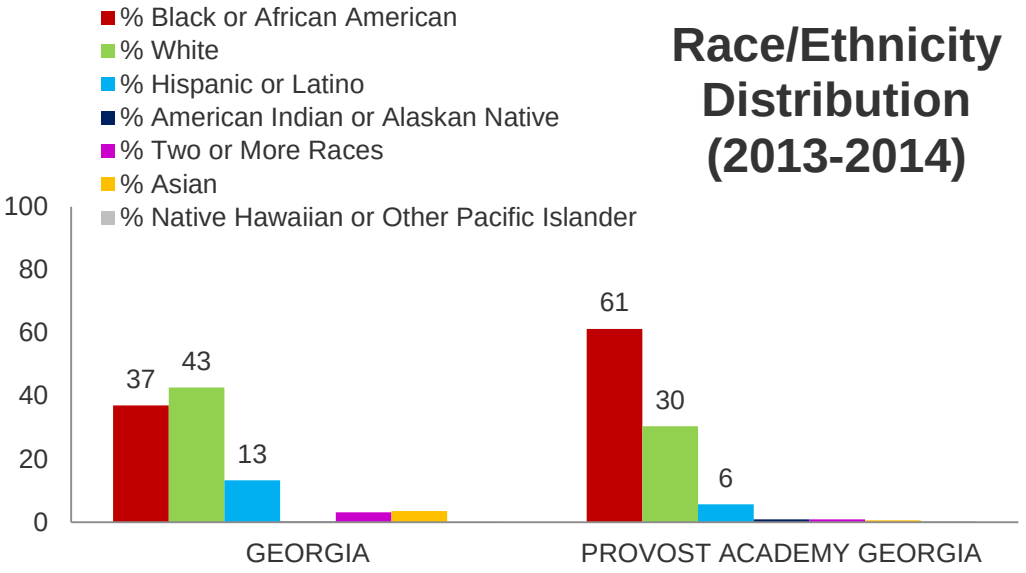
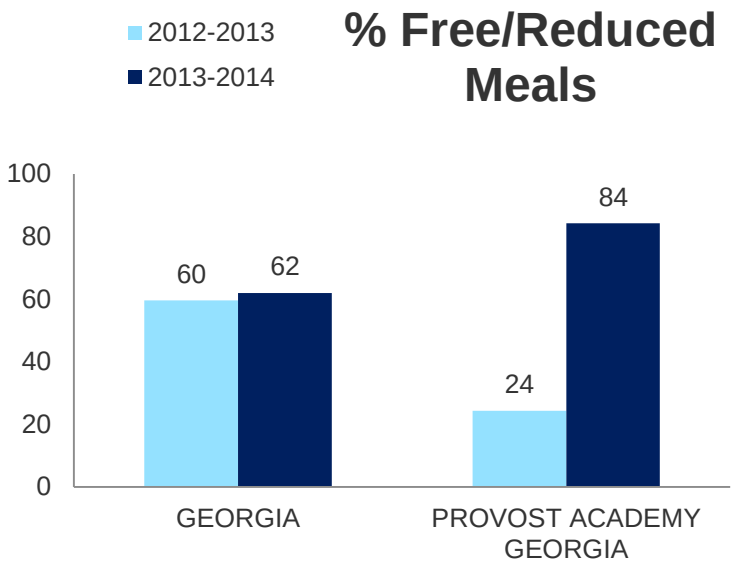
Provost Academy Georgia* - Demographics Data

[Grades 9-12], *Started in Fall 2012





Name	Year	CCRPI Score	Achievement Points	Progress Points	Achievement Gap Points
PROVOST ACADEMY GEORGIA	2013-2014	33	21	11	1
PROVOST ACADEMY GEORGIA	2012-2013	37	25	11	1
GEORGIA	2013-2014	68	44	16	8
GEORGIA	2012-2013	72	44	16	9

Provost Academy Georgia performing Below the State Average

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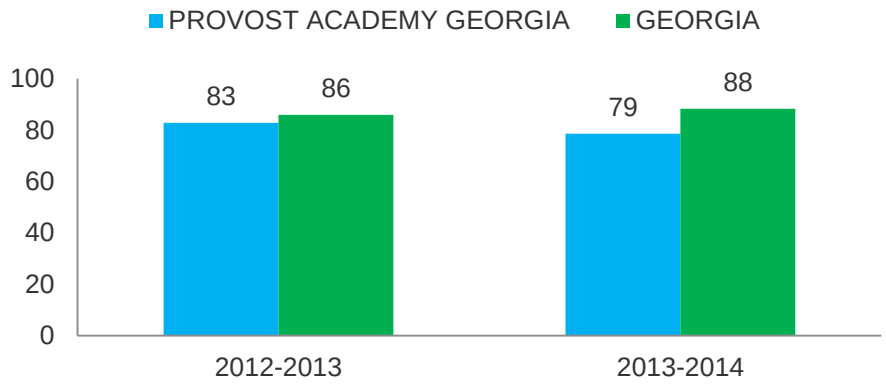
Provost Academy Georgia*

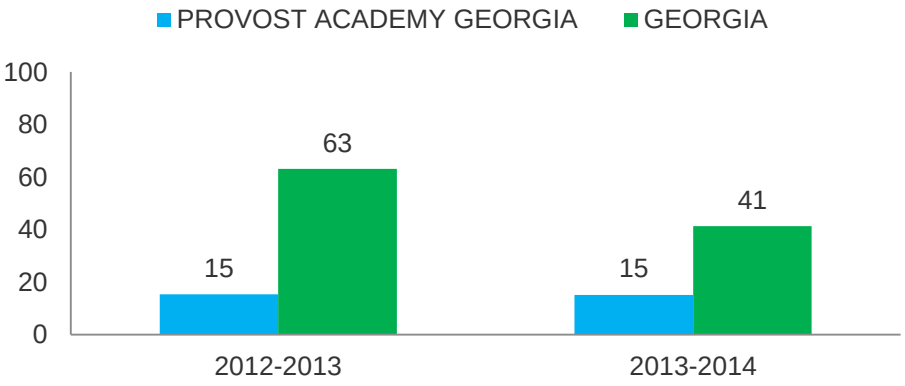
[Grades 9-12], *Started in Fall 2012

- Close to the state average in 9th grade literature (labeled as “English” here)
- Below the state average in Math II

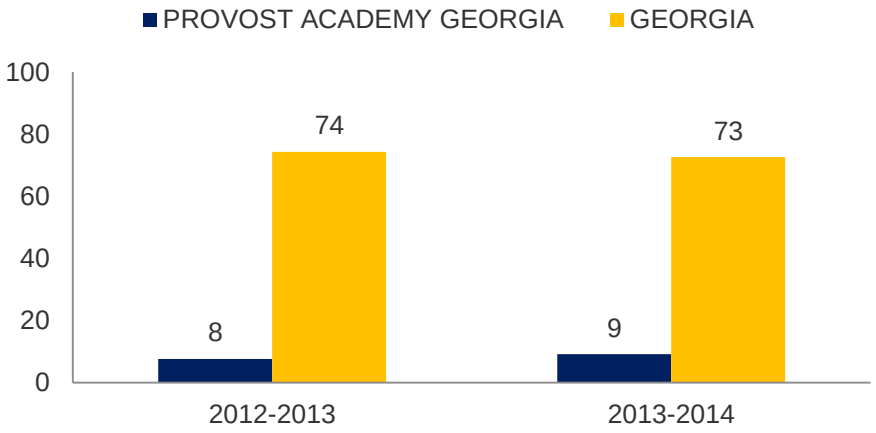
EOCT: English



EOCT: Mathematics-2



Graduation Rates



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SOUTH CAROLINA

PROVOST ACADEMY

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SOUTH CAROLINA

- HSAP (High School Assessment Program)
  - The High School Assessment Program (HSAP) is used in the calculation of Absolute Ratings, Growth Ratings, and Federal Accountability status for high schools
- EOCEP (End-of-Course Examination Program)
  - The End-of-Course Examination Program (EOCEP) provides tests in high school core courses and for courses taken in middle school for high school credit.
  - EOCEP results are used in the calculation of middle school and high school Absolute Ratings and Growth Ratings.

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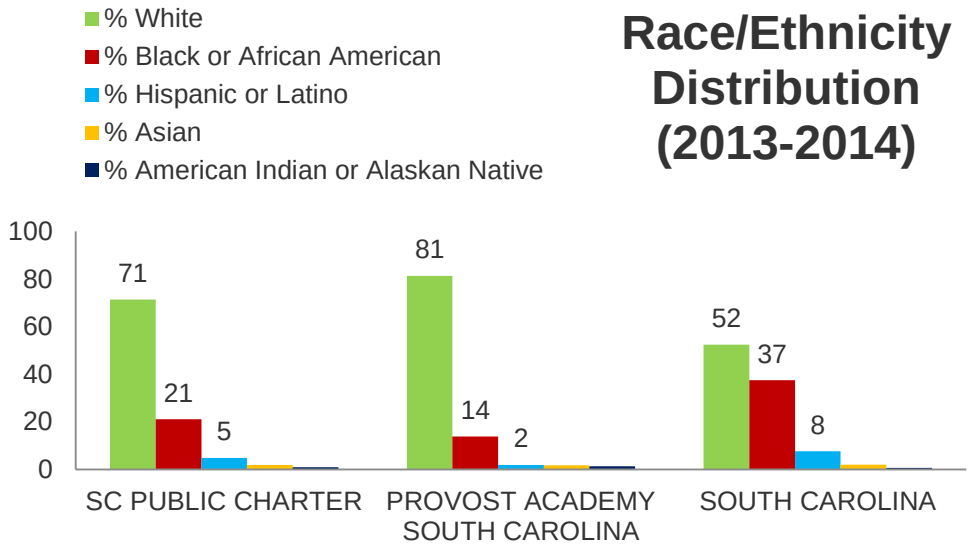
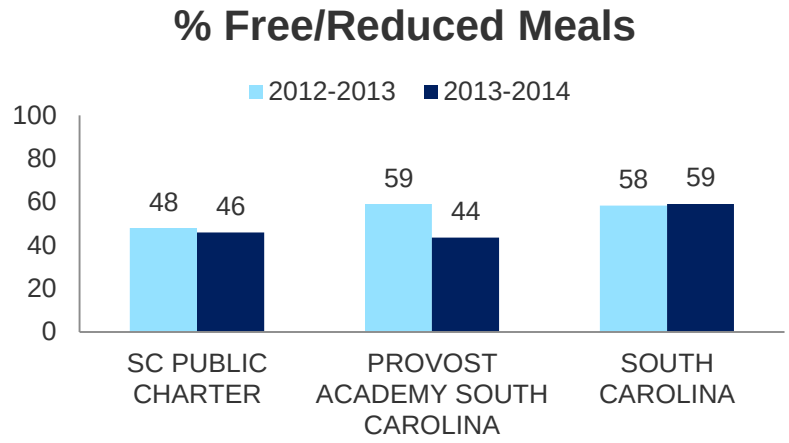
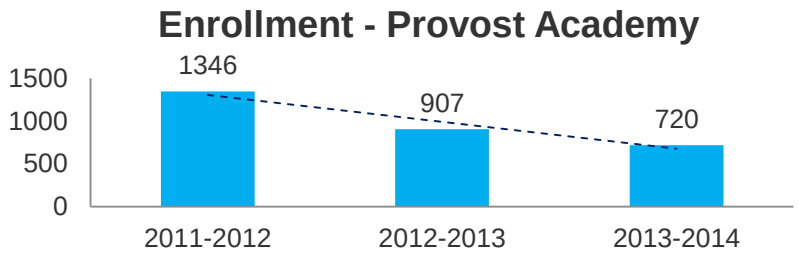
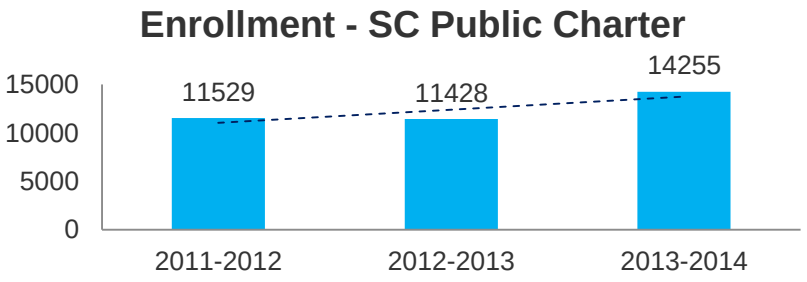
Provost Academy South Carolina* - Demographics Data

[Grades 9-12], *Started in Fall 2009









Name	Year	Absolute Rating	Growth Rating
PROVOST ACADEMY SOUTH CAROLINA	2013-2014	At-Risk	Below Average
PROVOST ACADEMY SOUTH CAROLINA	2012-2013	At-Risk	Below Average
PROVOST ACADEMY SOUTH CAROLINA	2011-2012	At-Risk	N/A
SC PUBLIC CHARTER	2013-2014	At-Risk	Average
SC PUBLIC CHARTER	2012-2013	At-Risk	Average
SC PUBLIC CHARTER	2011-2012	At-Risk	Good

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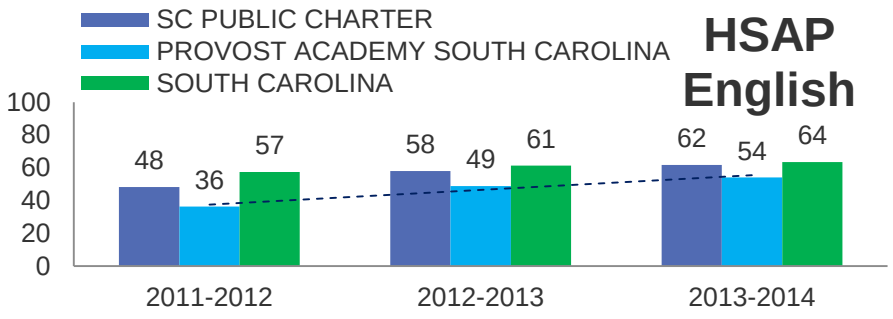
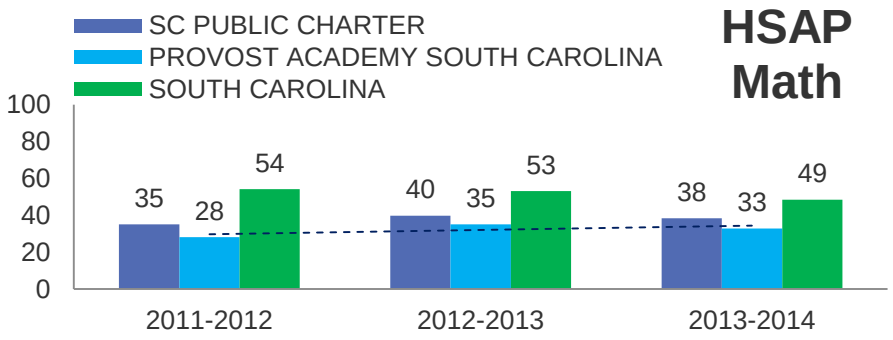
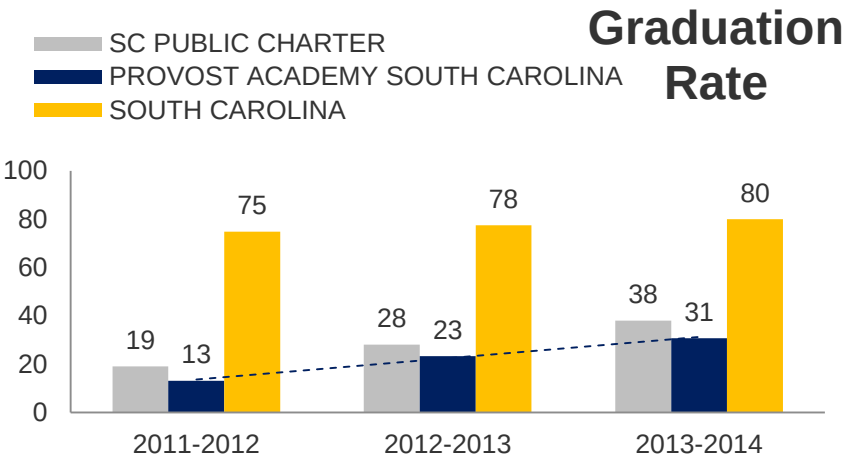
Provost South Carolina*

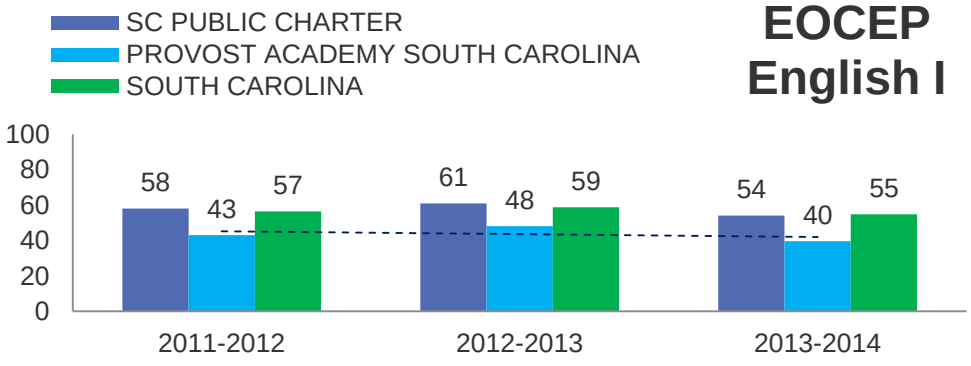
[Grades 9-12], *Started in Fall 2009

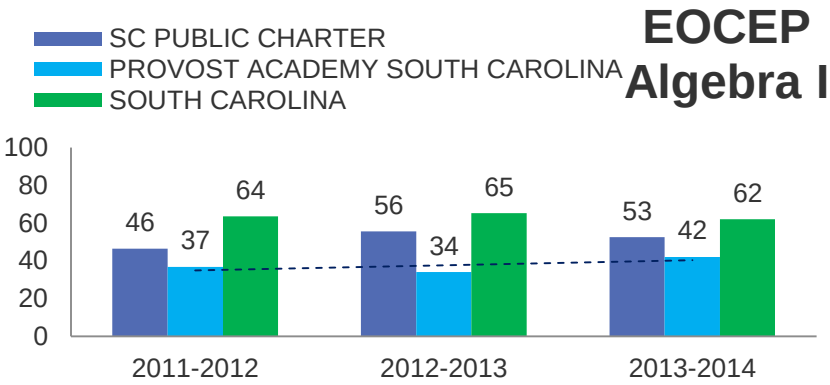
- Graduation Rate, Reading have increased over the last 3 years, but still under-performing











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MAGIC JOHNSON BRIDGESCAPE ACADEMIES

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OHIO

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OHIO

- Ohio Graduation Tests (OGT) Assessment
  - GRADE 10 (included in the following slides)

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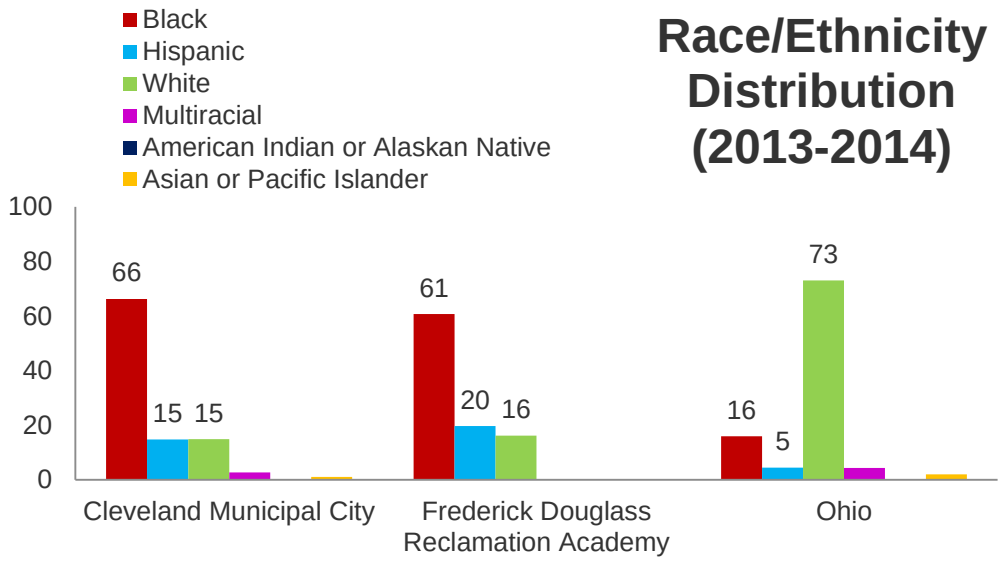
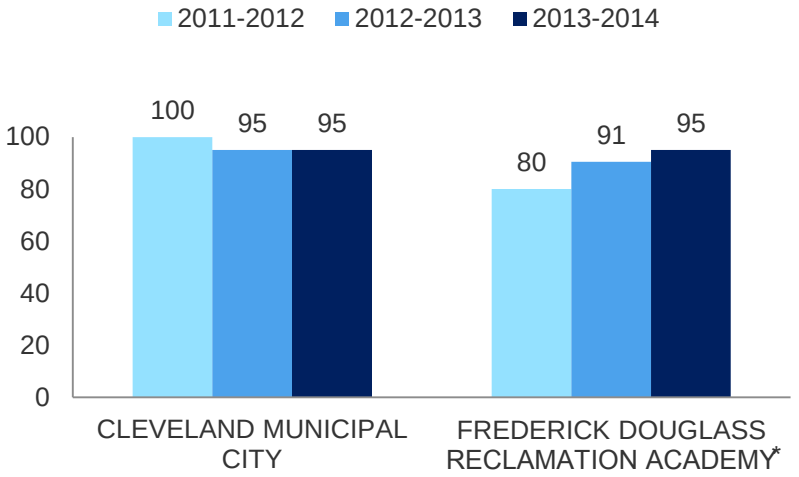
Frederick Douglass Reclamation Academy*

*[Grades 9-12], *Started in Fall 2011



Race/Ethnicity Distribution (2013-2014)

% Econ Disadvantaged



Measures	Exceeds Standards	Meets Standards	Does Not Meet Standards	School Rating
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Graduation Rate 7 year Rating	16	34	15	NA

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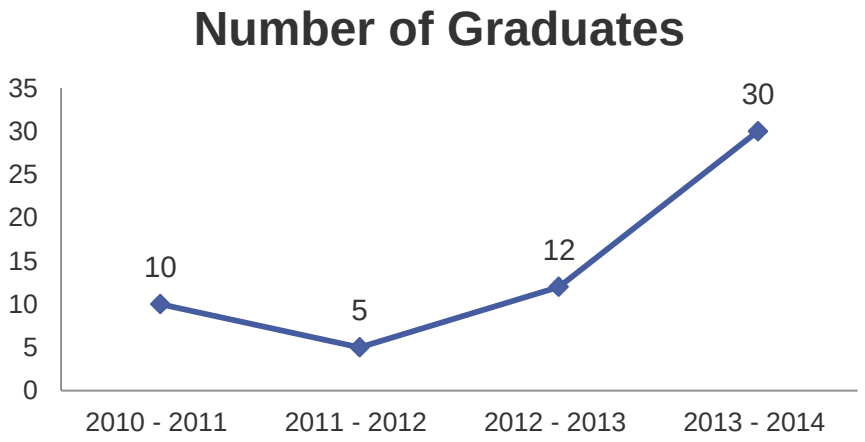
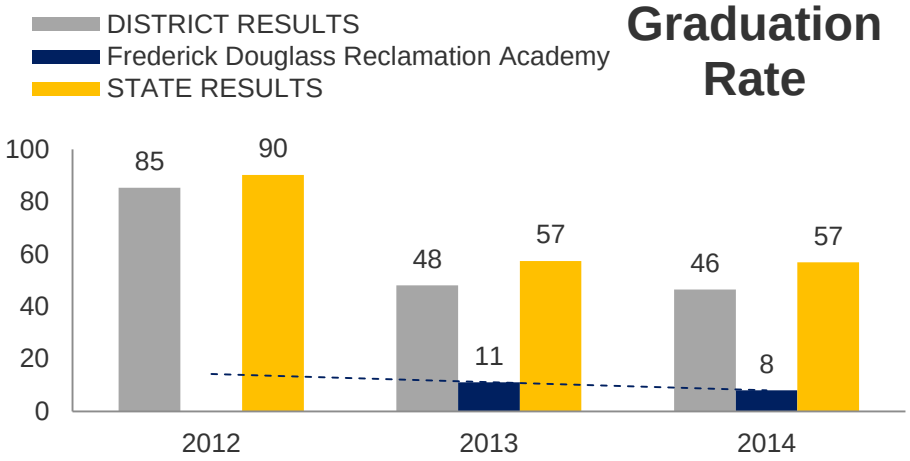
Frederick Douglass Reclamation Academy*

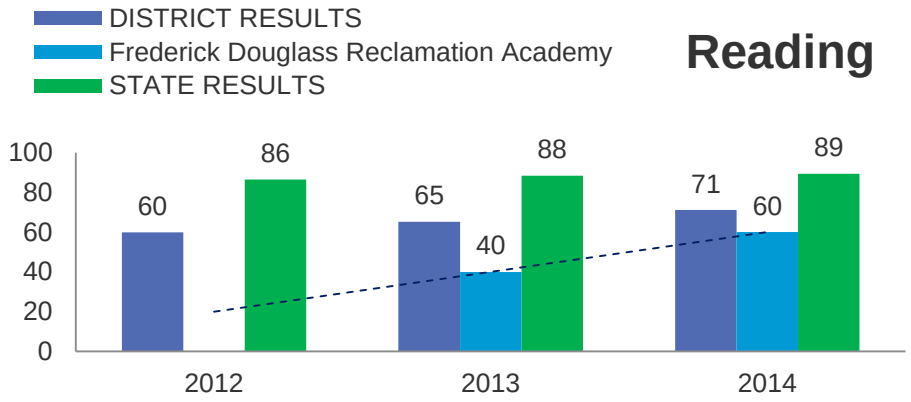
*[Grades 9-12], *Started in Fall 2011

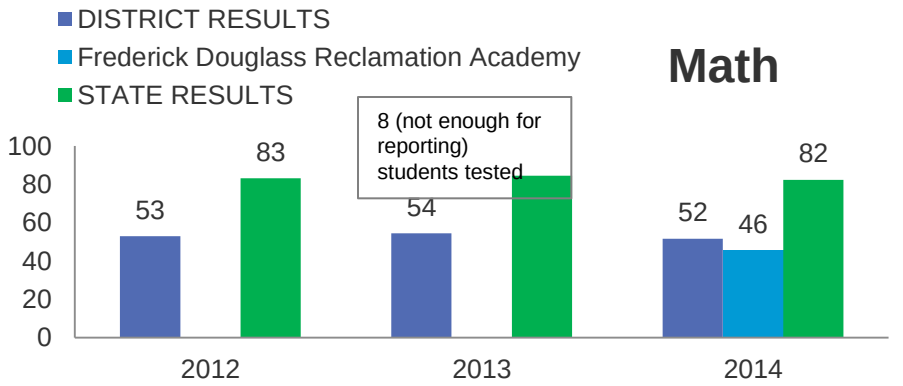
Seniors Eligible for graduation	Seniors graduating	Underclassman graduating	Total graduates	Grad rate
34	26	0	26	76%

- Reading performance has increased. Average reading performance is much higher than average math performance.
- State graduation rate is not necessarily representative of the school's rate









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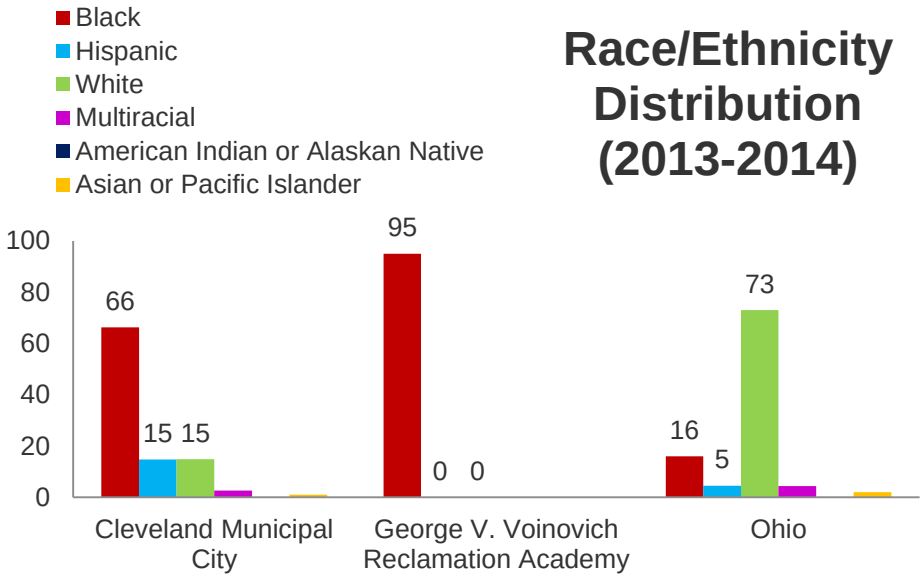
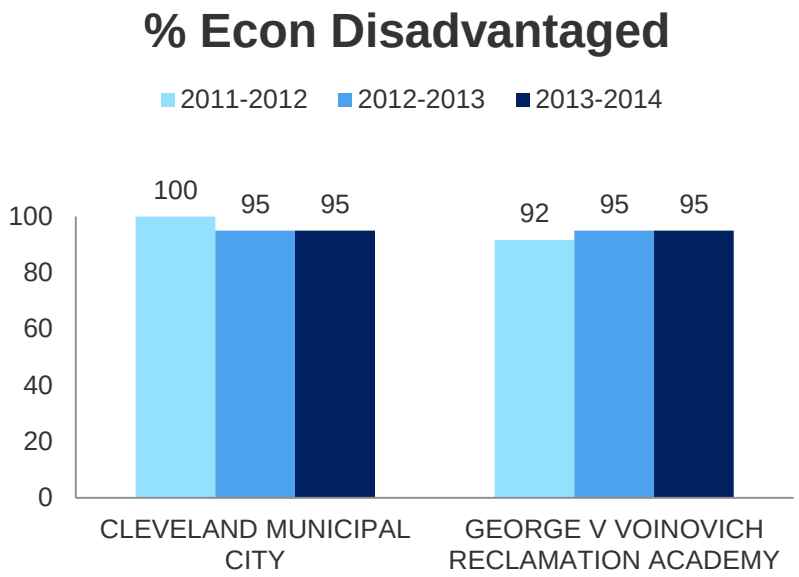
George V Voinovich Reclamation Academy*

*[Grades 9-12], *Started in Fall 2011





Measures	Exceeds Standards	Meets Standards	Does Not Meet Standards	School Rating
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Graduation Rate 7 year Rating	16	34	15	NA

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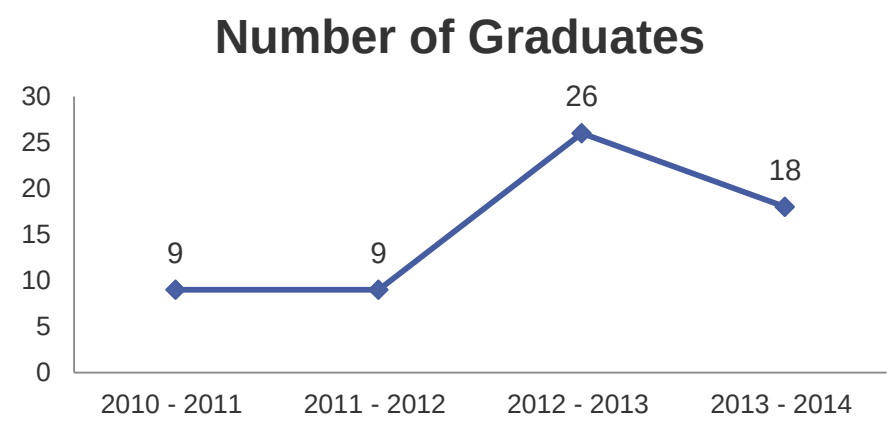
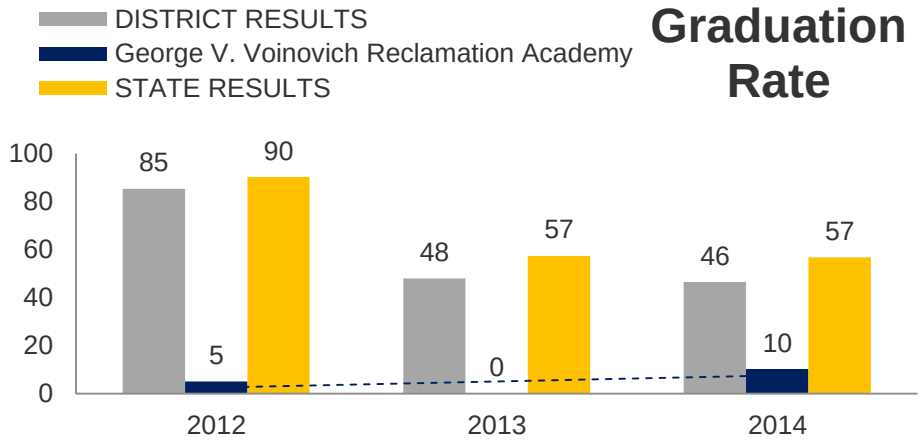
George V Voinovich Reclamation Academy*

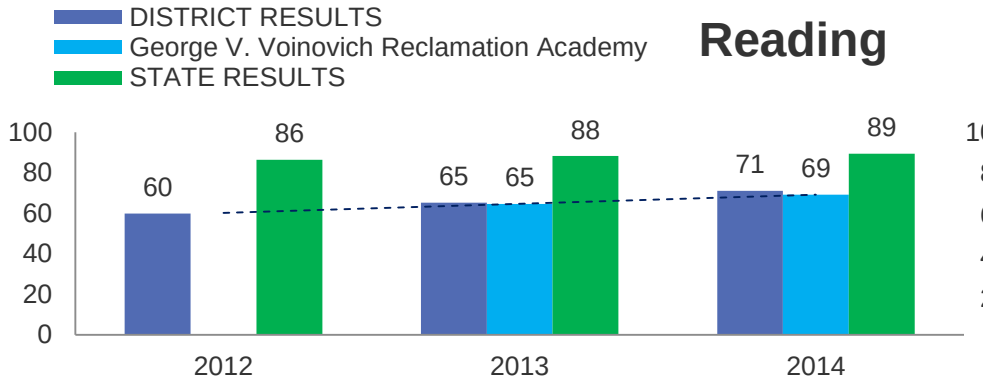
*[Grades 9-12], *Started in Fall 2011

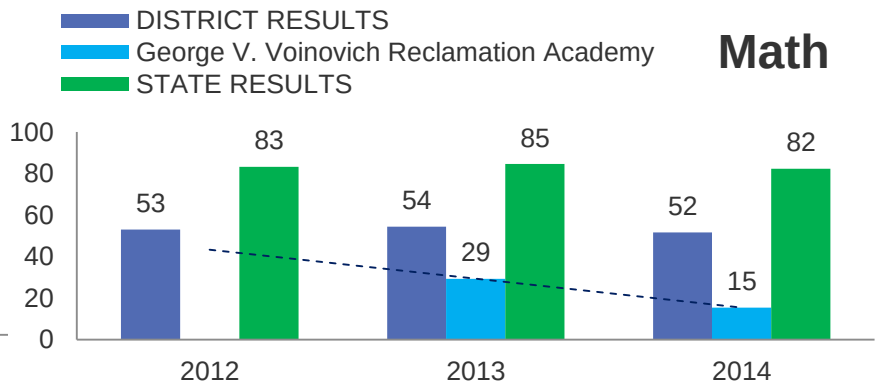
Seniors Eligible for graduation	Seniors graduating	Underclassman graduating	Total graduates	Grad rate
36	17	0	17	47%

- State graduation rate is not necessarily representative of the school's rate









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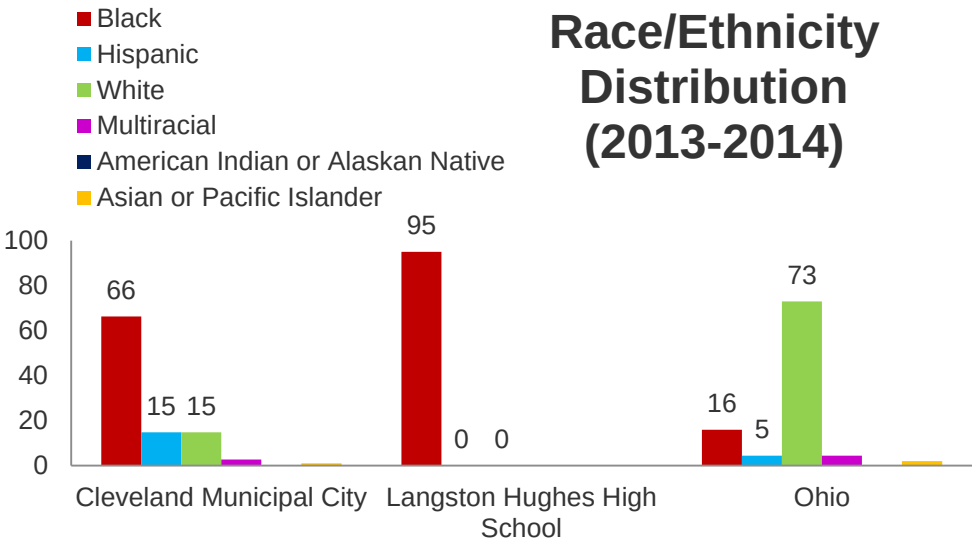
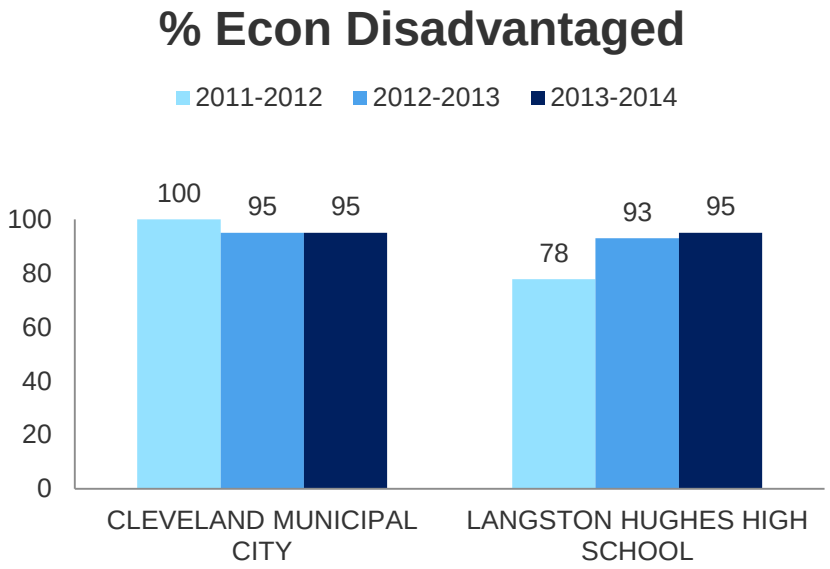
Langston Hughes High School*

[Grades 9-12], *Started in Fall 2011





Measures	Exceeds Standards	Meets Standards	Does Not Meet Standards	School Rating
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Graduation Rate 7 year Rating	16	34	15	NA

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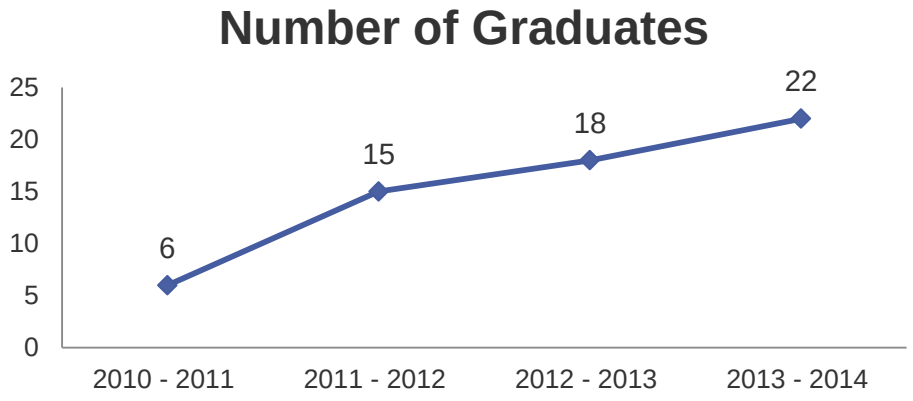
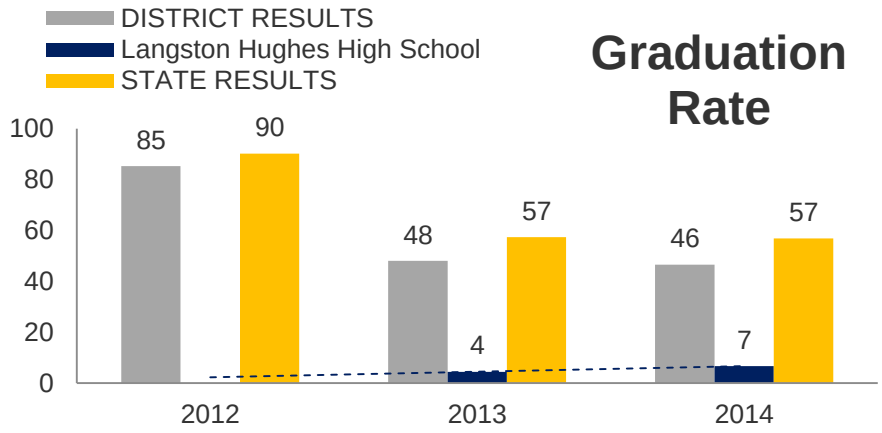
Langston Hughes High School*

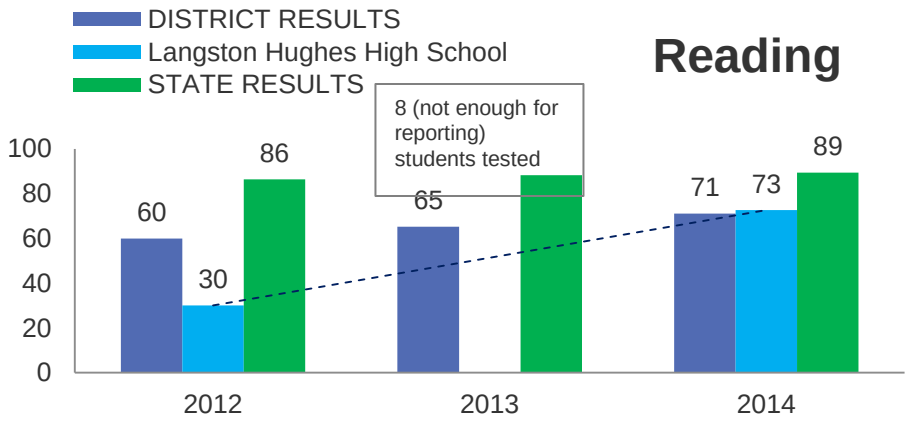
[Grades 9-12], *Started in Fall 2011

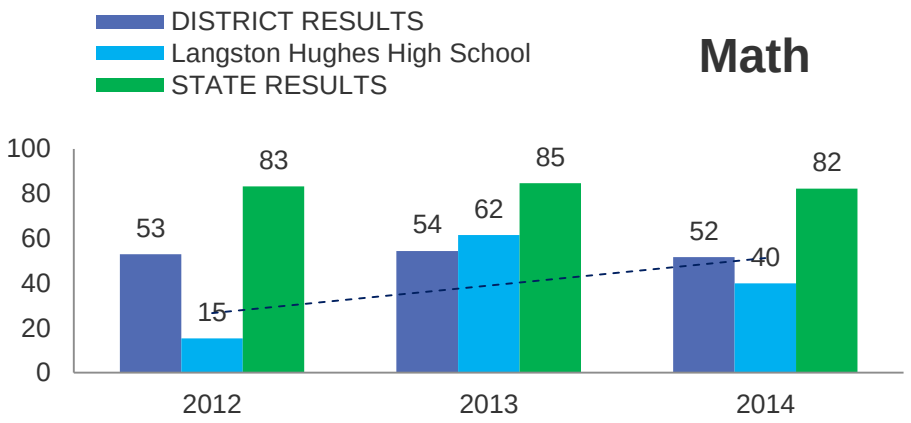
Seniors Eligible for graduation	Seniors graduating	Underclassman graduating	Total graduates	Grad rate
27	21	0	21	78%

- Average reading performance is much higher than the average math performance.
- Math performance declined compared to last year
- State graduation rate is not necessarily representative of the school's rate









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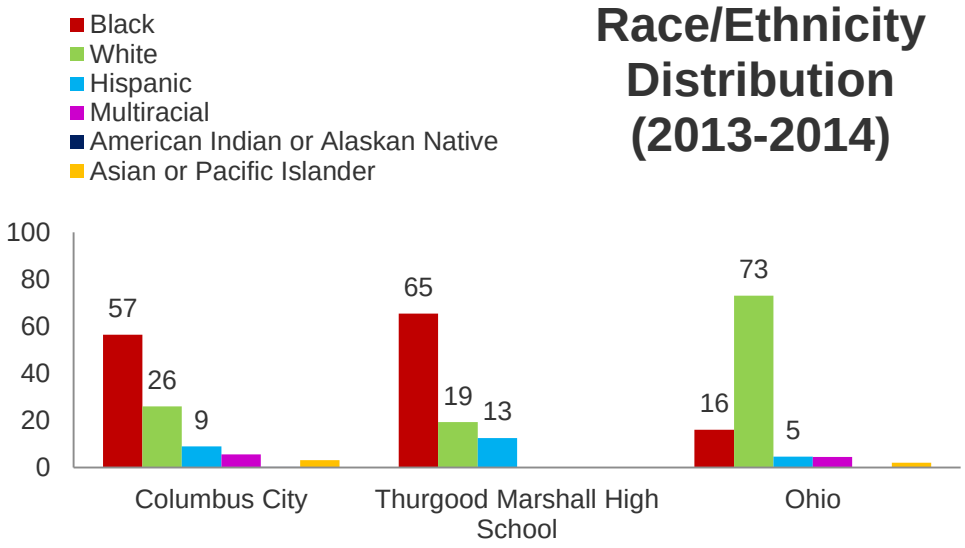
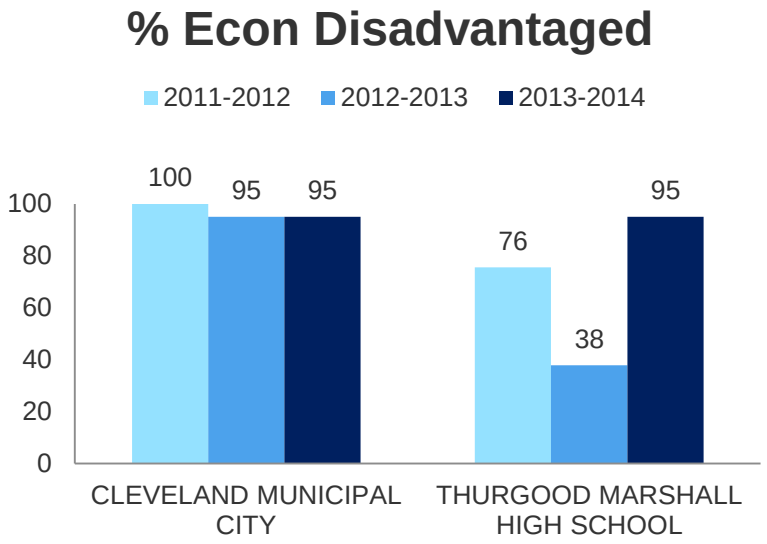
Thurgood Marshall High School*

*[Grades 9-12], *Started in Fall 2011





Measures	Exceeds Standards	Meets Standards	Does Not Meet Standards	School Rating
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Graduation Rate 6 year Rating	23	39	15	Does Not Meet Standards
Graduation Rate 7 year Rating	16	34	15	Meets Standards

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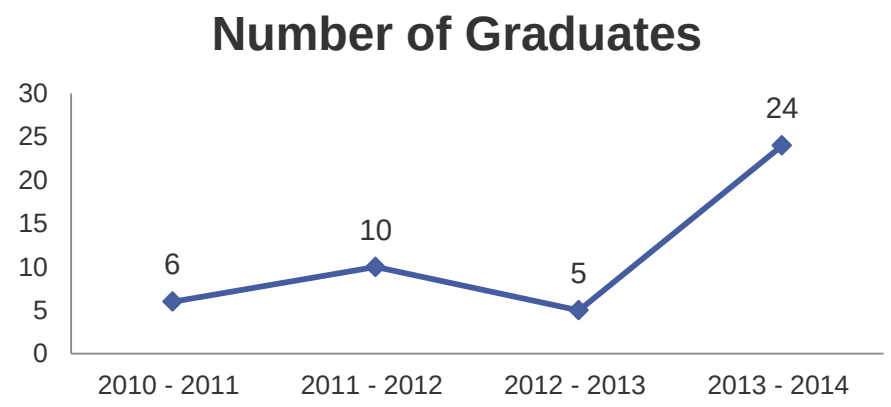
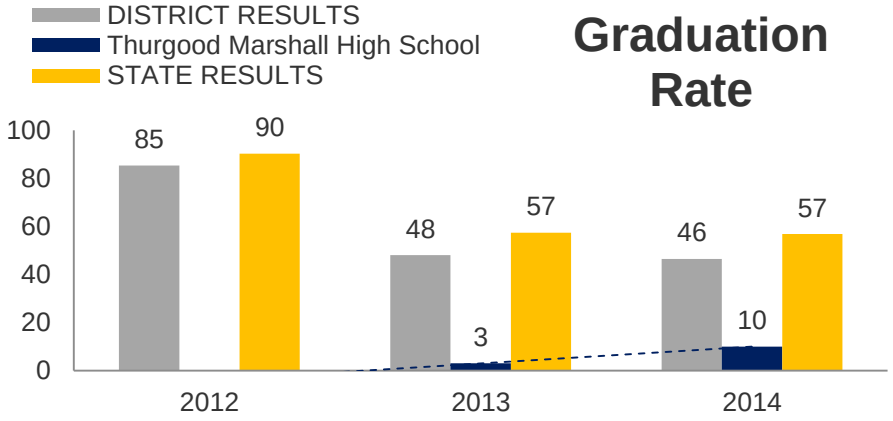
Thurgood Marshall High School*

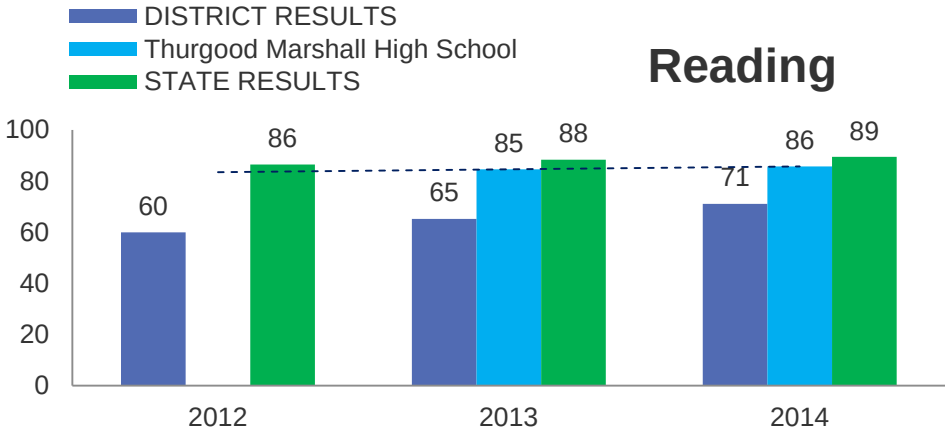
*[Grades 9-12], *Started in Fall 2011

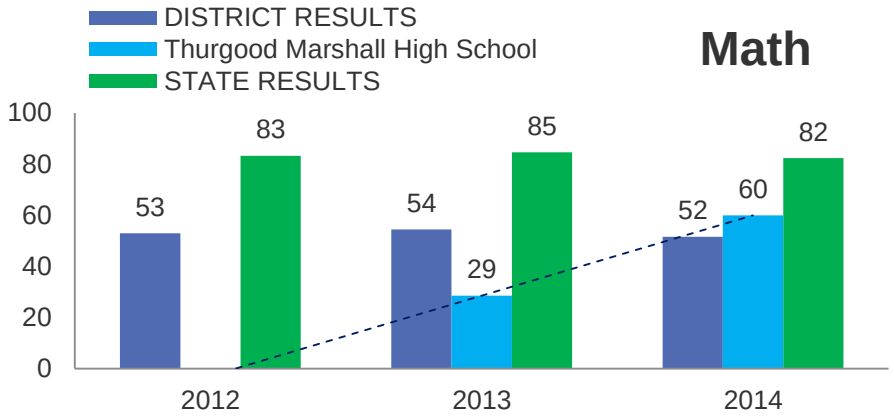
Seniors Eligible for graduation	Seniors graduating	Underclassman graduating	Total graduates	Grad rate
29	23	0	23	79%

- State graduation rate is not necessarily representative of the school's rate
- Out-performing the district and comparable to state in reading; outperforming the district in math









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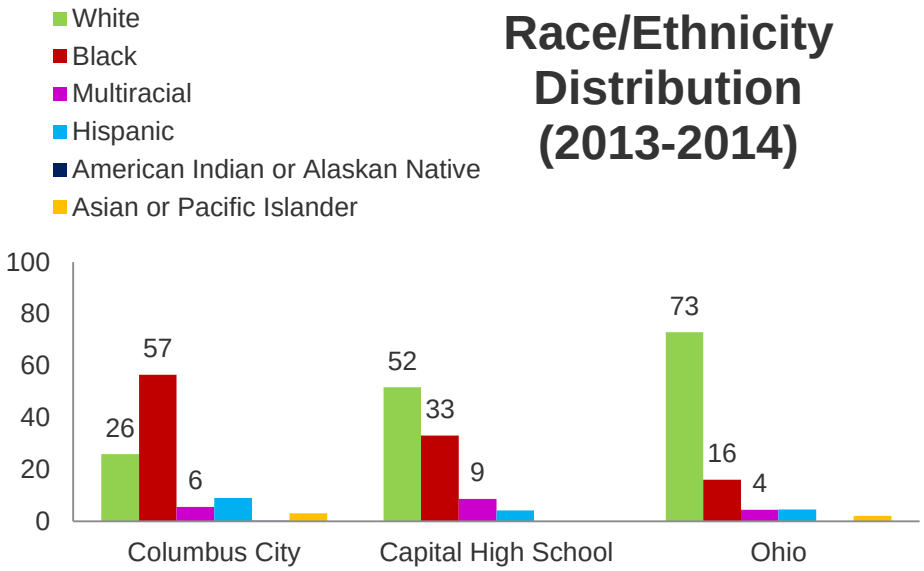
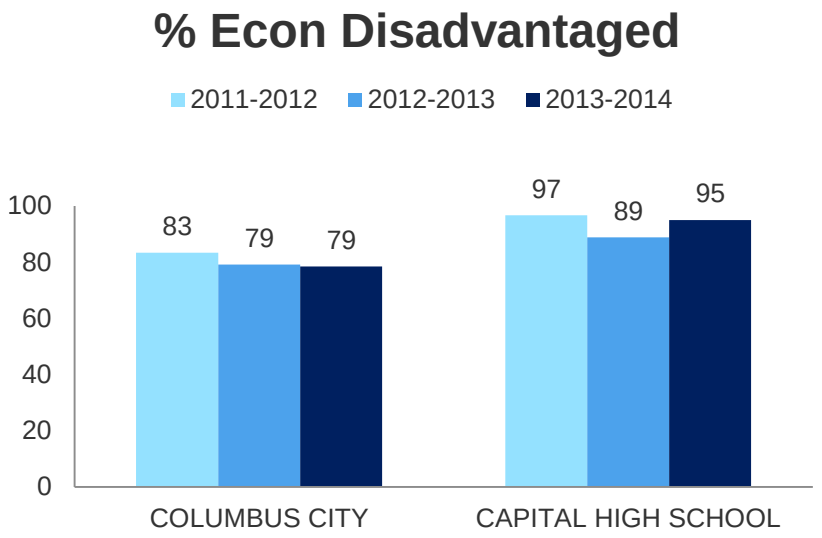
Capital High School*

[Grades 9-12], *Started in Fall 2011





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Graduation Rate 6 year Rating	23	39	15	NA
Graduation Rate 7 year Rating	16	34	15	NA

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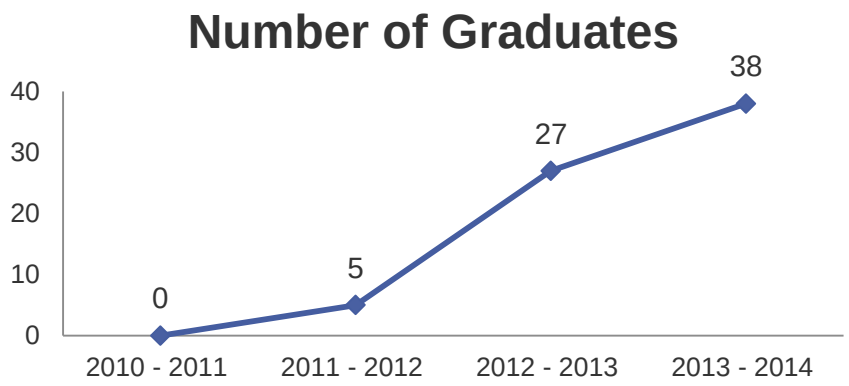
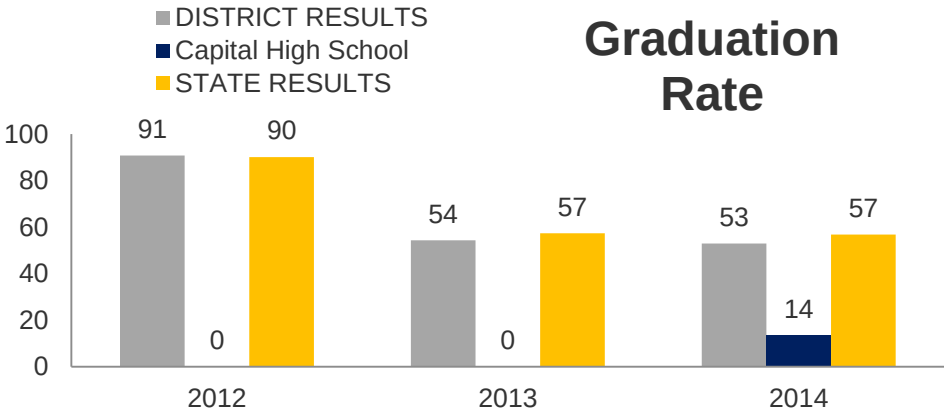
Capital High School*

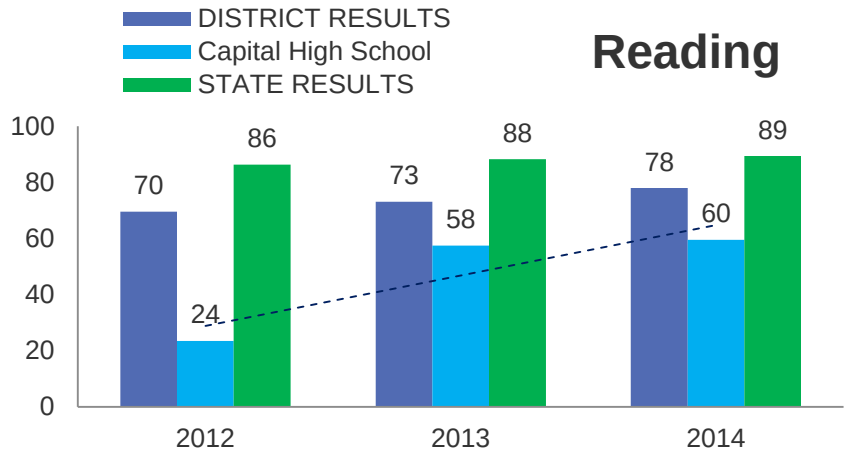
[Grades 9-12], *Started in Fall 2011

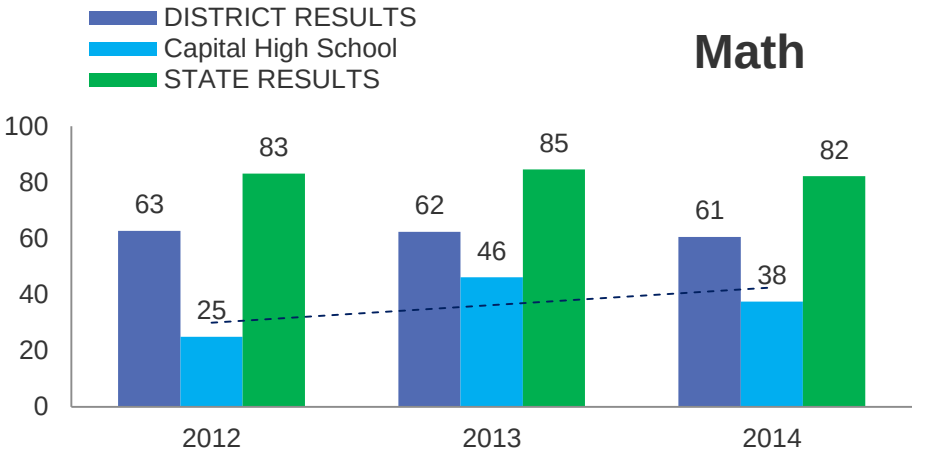
Seniors Eligible for graduation	Seniors graduating	Underclassman graduating	Total graduates	Grad rate
69	27	11	38	55%

- State graduation rate is not necessarily representative of the school's rate









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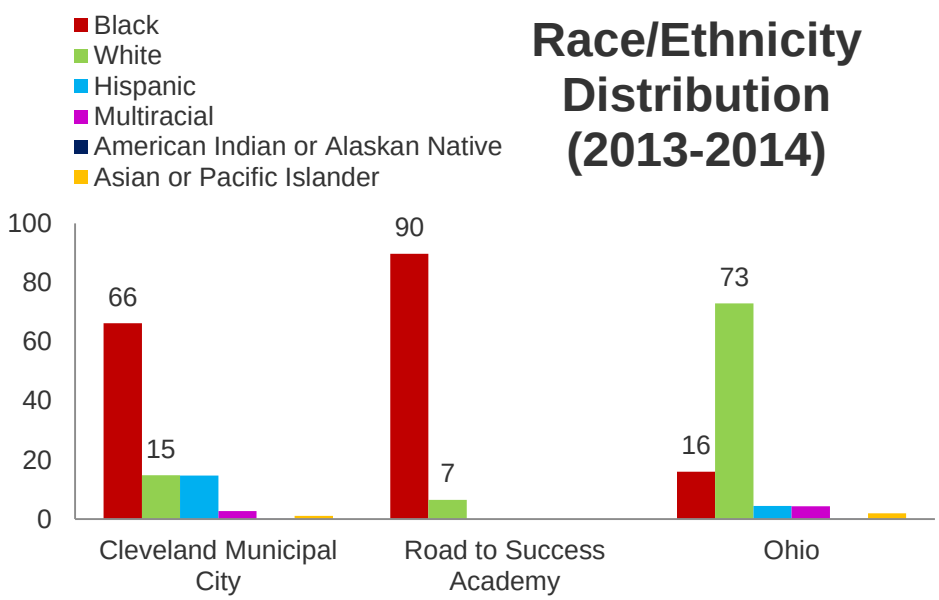
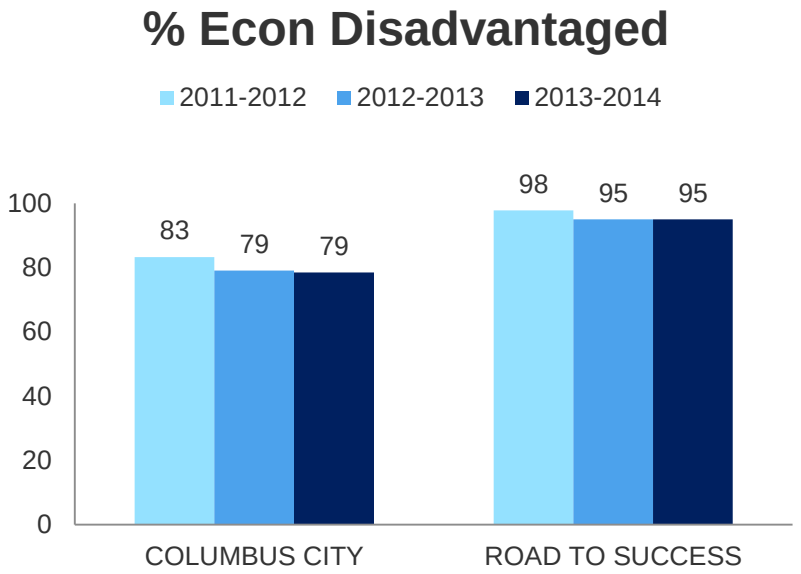
Road to Success Academy*

*[Grades 9-12], *Started in Fall 2011





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Graduation Rate 7 year Rating	16	34	15	NA

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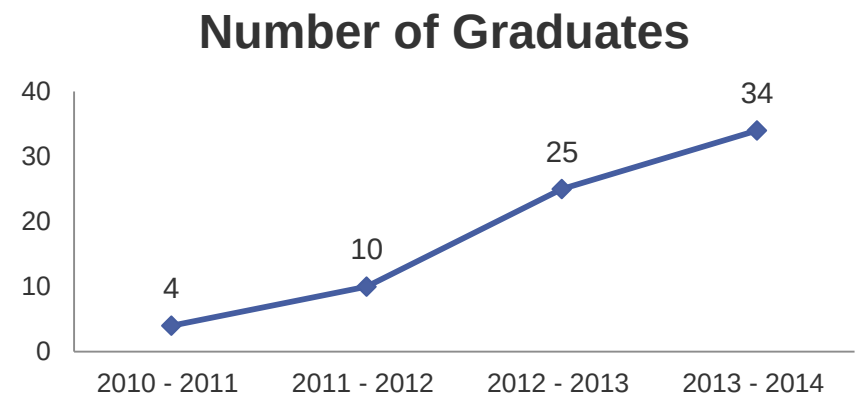
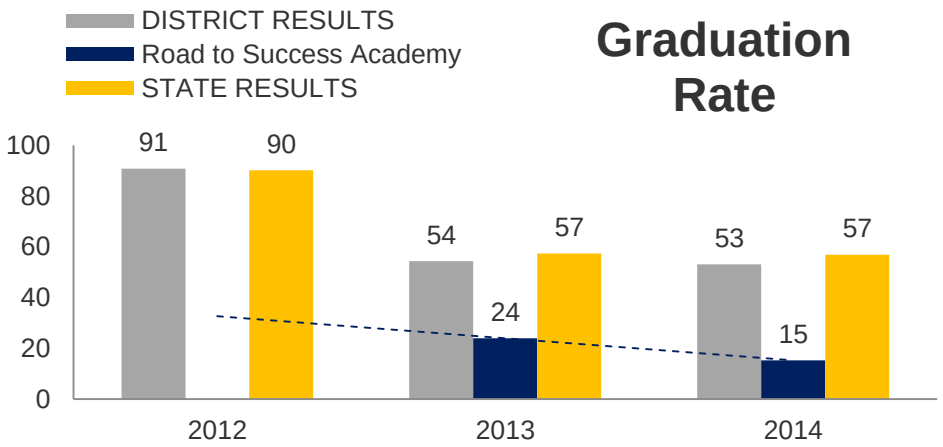
Road to Success Academy*

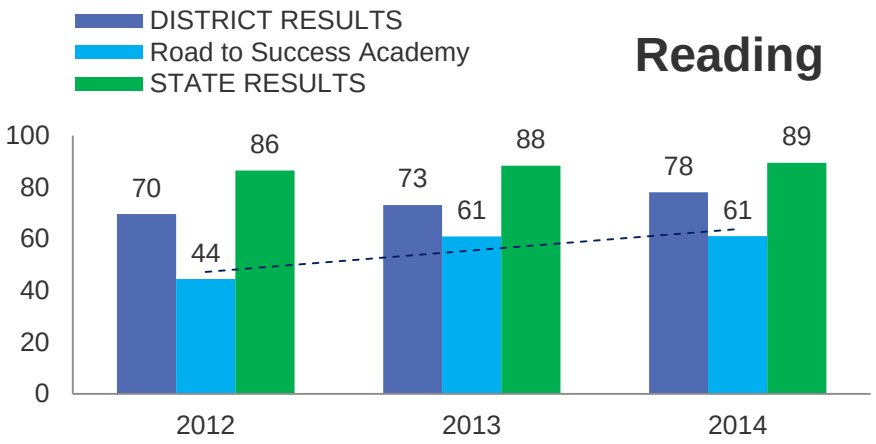
*[Grades 9-12], *Started in Fall 2011

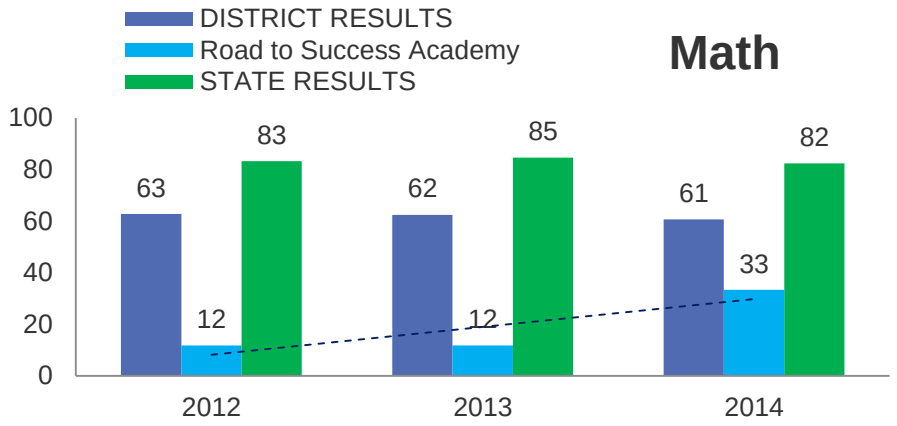
Seniors Eligible for graduation	Seniors graduating	Underclassman graduating	Total graduates	Grad rate
63	17	9	26	41%

- Average reading performance is much higher than the average math performance.
- Math performance increased compared to last year.
- State graduation rate is not necessarily representative of the school's rate









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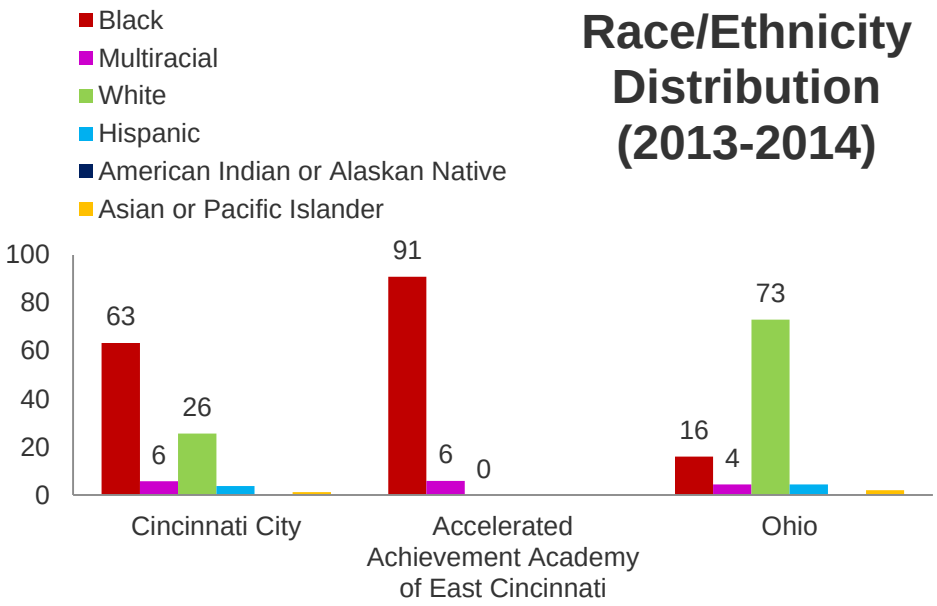
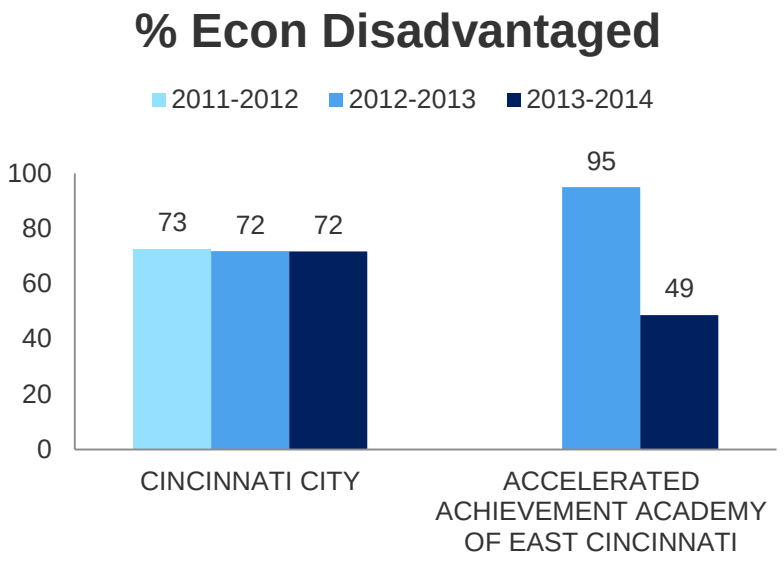
Ohio – Accelerated Achievement Academy East Cincinnati*

*Started in Fall 2011





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Graduation Rate 6 year Rating	23	39	15	NA
Graduation Rate 7 year Rating	16	34	15	NA

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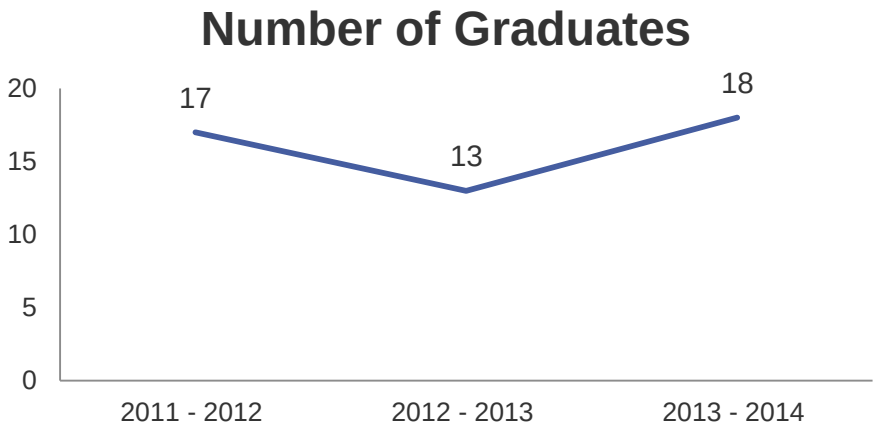
Ohio – Accelerated Achievement Academy East Cincinnati*

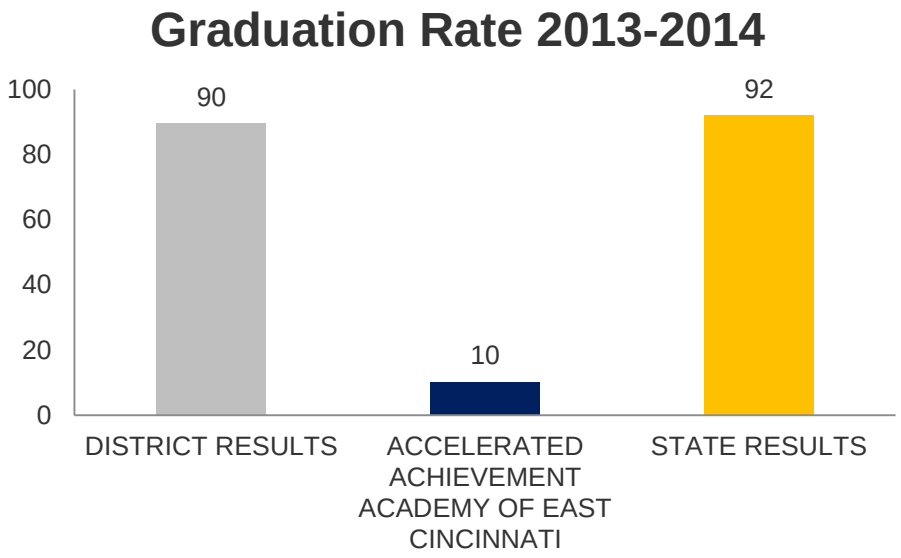
*EdisonLearning started managing the school in Fall 2011

- Not Enough Data. Both Accelerated Achievement Academies have been consolidated into one.
- **OGT Data: "Schools with fewer than 10 students tested in any subject are not listed; their results are included in the totals. Results are not reported for a subject if the number of students tested is less than 10".**
  - Was this the case for the school?

Seniors Eligible for graduation	Seniors graduating	Underclassman graduating	Total graduates	Grad rate
30	8	0	8	27%



- State graduation rate is not necessarily representative of the school's rate



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Ohio – New Beginnings*

*EdisonLearning started managing the school in Fall 2011

Not Enough Data: The charter was closed in 2012-2013. They just started again this year. So the school is missing one year's data due to being 'non existing'.

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NEW JERSEY

MAGIC JOHNSON BRIDGESCAPE ACADEMIES

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NEW JERSEY

- In 2014-2015, the PARCC assessments will replace the existing statewide assessments -- the NJASK in grades 3-8 and High School Proficiency Assessment (HSPA) in high school.

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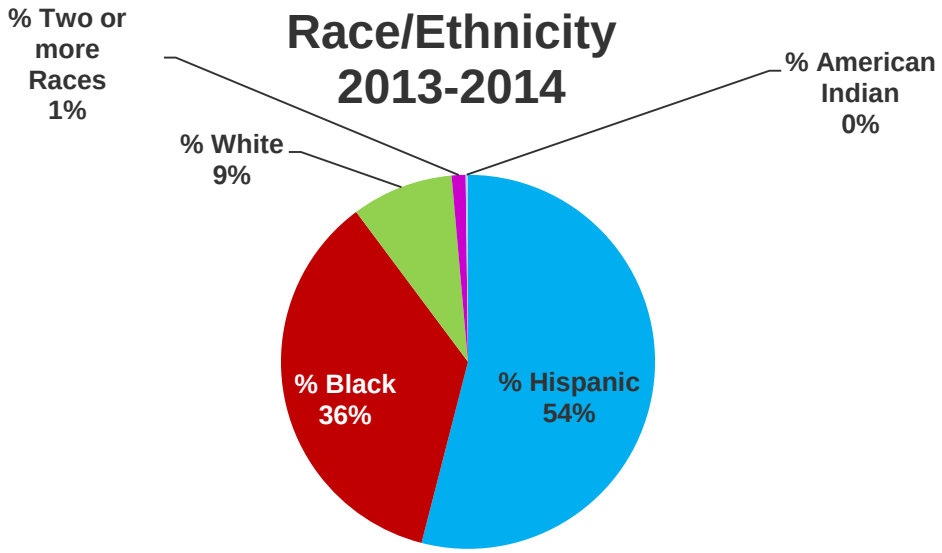
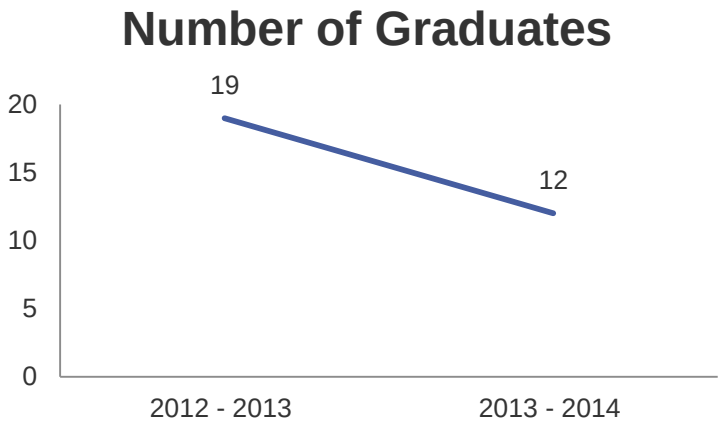
MJBA – Bridgeton, NJ

*

Magic Johnson Bridgescape Academy is operating as a dropout recovery and prevention program in partnership with Bridgeton Public Schools. Therefore, there is no state reporting for the program specifically.

- Bridgeton High School is classified as a "Focus" due to "Lowest Grad Rate"
  - "Low Graduation Rates": 2011 graduation rate lower than 75%.
  - HS grad rate in 2011: 67.96%
  - HS grad rate in 2013-2014: 71%
- **88.0%** of the students in Bridgeton HS are classified as **"Economically Disadvantaged Students"**





Seniors Eligible for graduation	Seniors graduating	Underclassman graduating	Total graduates	Grad rate
8	7	5	12	150%

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NORTH CAROLINA

MAGIC JOHNSON BRIDGESCAPE ACADEMIES

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NEW JERSEY

- In 2014-2015, the PARCC assessments will replace the existing statewide assessments -- the NJASK in grades 3-8 and High School Proficiency Assessment (HSPA) in high school.

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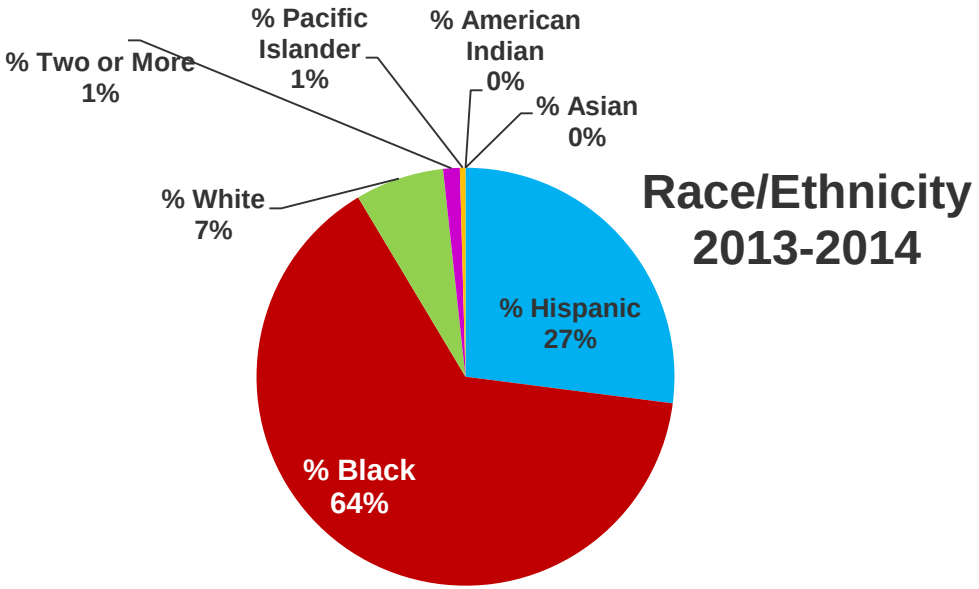
Durham Performing Center*

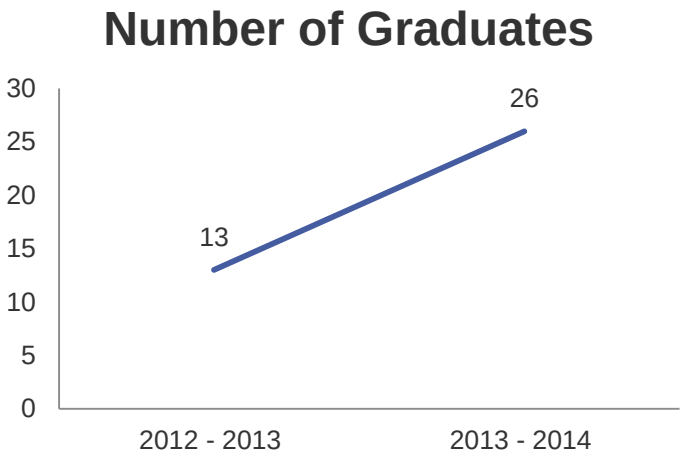
[Grades 9-12],*

*

Magic Johnson Bridgescape Academy is operating as a dropout recovery and prevention program in partnership with Durham Public Schools. Therefore, there is no state reporting for the program specifically.

- HS grad rate in 2013-2014: 67%
- **68.04%** of the students in Durham Performance Center are classified as **"Needy"**





Seniors Eligible for graduation	Seniors graduating	Underclassman graduating	Total graduates	Grad rate
3	3	23	26	867%

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ILLINOIS

MAGIC JOHNSON BRIDGESCAPE ACADEMIES

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ILLINOIS

- **Prairie State Achievement Examination (PSAE)**
  - The Prairie State Achievement Examination (PSAE) measures the achievement of grade 11 students in reading, mathematics, science, and writing.
  - Spring 2014 is the last time that the state used only the Prairie State Achievement Exam (PSAE) to measure student achievement. Starting in 2015, high school students will begin taking the PARCC assessments as part of a gradual transition to tests that are aligned to the New Illinois Learning Standards Incorporating the Common Core.

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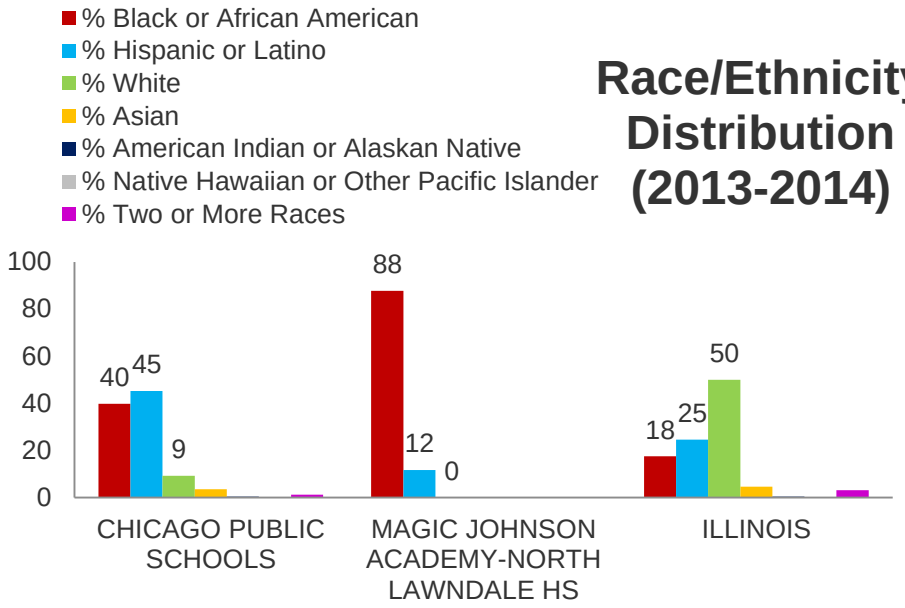
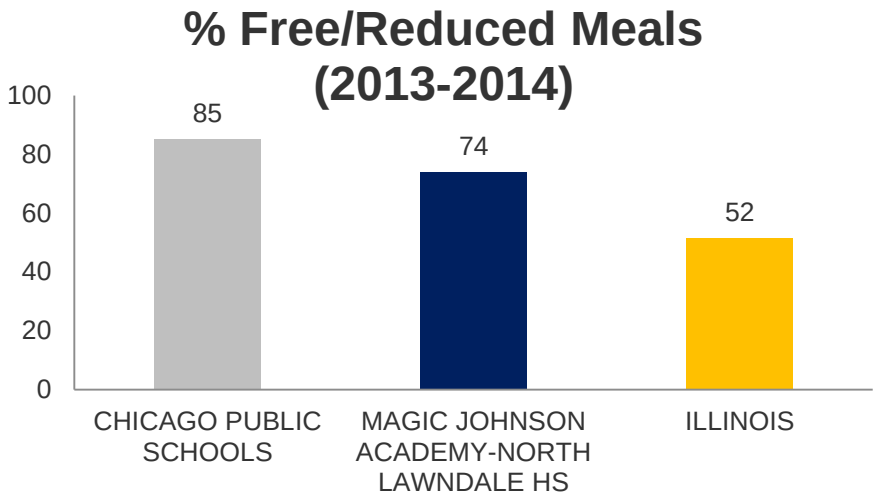
MJBA – North Lawndale*

*Program started in 2013

2014-2015	School Quality Rating
MAGIC JOHNSON ACADEMY-NORTH LAWNDALE HS	Level 3
School Quality Rating Indicator	**Indicator Score & School Quality Rating Points (of 5 possible)**
STAR Indicators	
Average Growth Percentile on STAR - Reading	34th percentile (1 point)*
Average Growth Percentile on STAR - Math	37th percentile (1 point)*
Percent Making Growth Targets on STAR - Reading	35.6 percent (1 point)*
Percent Making Growth Targets on STAR - Math	45.5 percent (2 points)*
Progress Towards High School Graduation Indicators	
1-Year Graduation Rate	80 percent (4 points)
Credit Attainment Rate	10.7 percent (1 point)
Stabilization Rate	76 percent (3 points)
Attendance Indicators	
Average Daily Attendance Rate	48.6 percent (1 point)
Growth in Attendance Rate	45.2 percent (1 point)
*The points the school received for this indicator have been reduced due to a participation rate less than 90%.	
School Quality Rating Total Points	1.8





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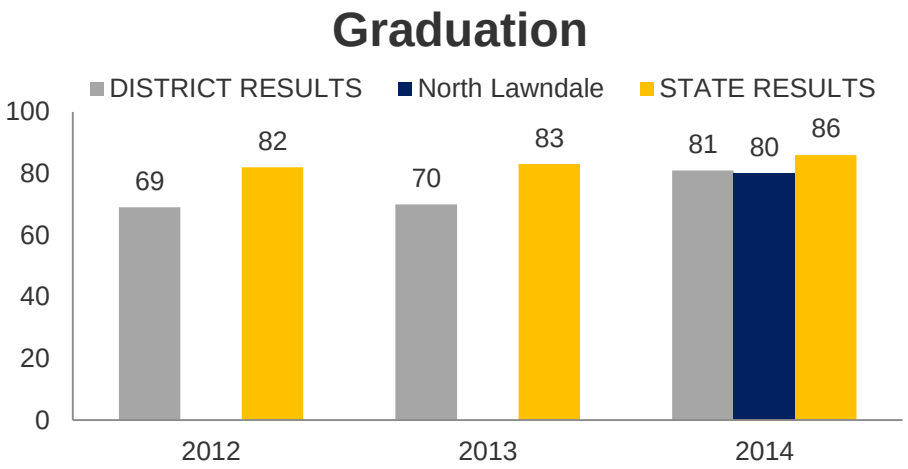
MJBA – North Lawndale*

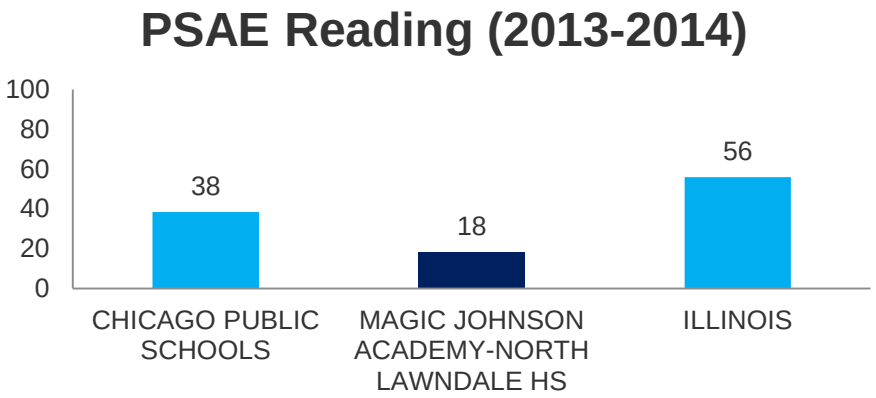
*Program started in 2013

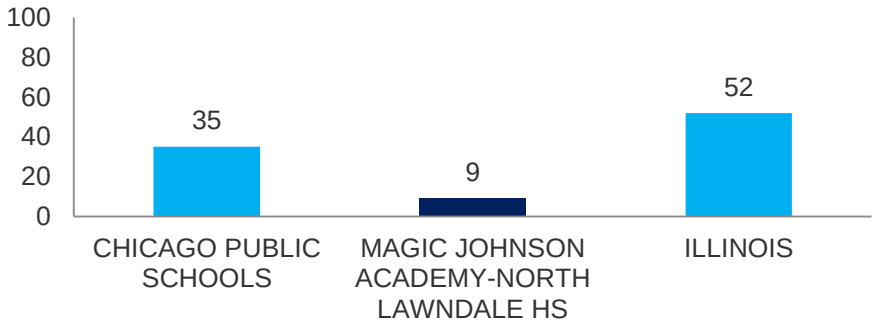
Magic Johnson Bridgescape Academy is operating as a dropout recovery and prevention program in partnership with Chicago Public Schools.

2013-2014	Seniors Eligible for graduation	Seniors graduating	Underclassman graduating	Total graduates	Grad rate
Lawndale	14	7	1	8	57%

- State calculated graduation rate is not necessarily representative of the school's rate
- State calculated PSAE results are not necessarily representative of the school's performance
- Program's graduate rate is 57%
- Performance in both reading and math significantly below state and district average







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MJBA - Roseland*

*Program started in 2013

2014-2015	School Quality Rating
MAGIC JOHNSON ACADEMY-SOUTH SHORE HS	Level 2
School Quality Rating Indicator	**Indicator Score & School Quality Rating Points (of 5 possible)**
STAR Indicators	
Average Growth Percentile on STAR - Reading	46th percentile (3 points)
Average Growth Percentile on STAR - Math	36th percentile (2 points)
Percent Making Growth Targets on STAR - Reading	51.5 percent (3 points)
Percent Making Growth Targets on STAR - Math	39.4 percent (2 points)
Progress Towards High School Graduation Indicators	
1-Year Graduation Rate	76.9 percent (3 points)
Credit Attainment Rate	12.4 percent (1 point)
Stabilization Rate	87.3 percent (4 points)
Attendance Indicators	
Average Daily Attendance Rate	75.3 percent (3 points)
Growth in Attendance Rate	81.6 percent (4 points)
School Quality Rating Total Points	**2.9**

- But rating and performance data exist

For Next Slide:

- State calculated graduation rate is not necessarily representative of the school's rate
- State calculated PSAE results are not necessarily representative of the school's performance
- Program's graduate rate is 56%
- Performance in both reading and math significantly below state and district average

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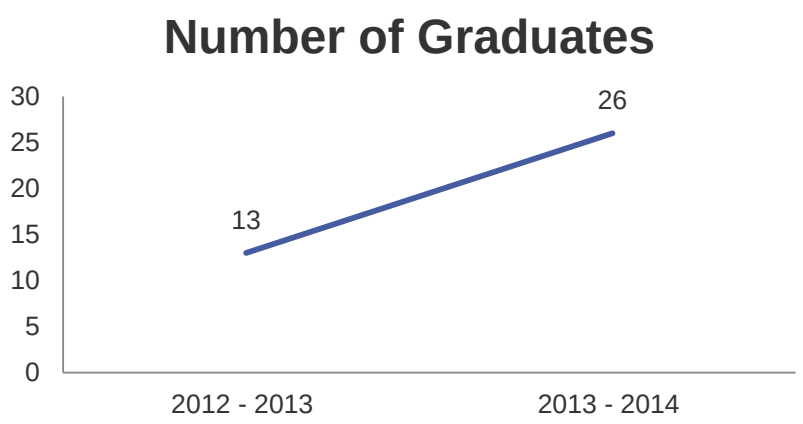
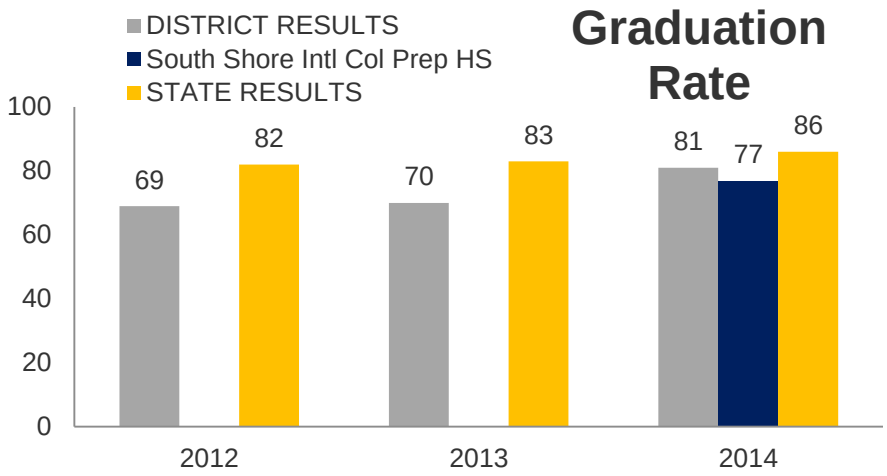
MJBA - Roseland*

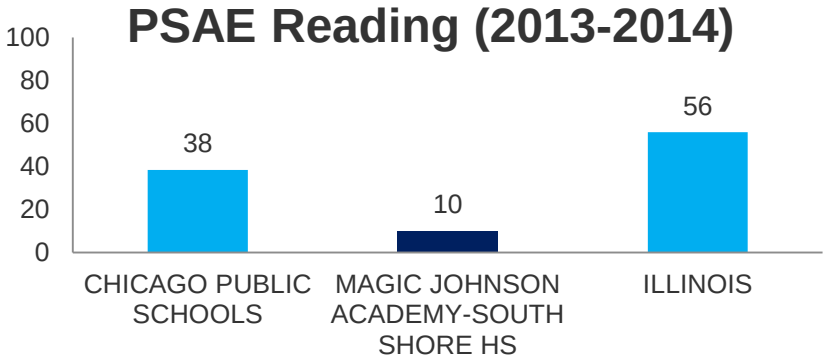
*Program started in 2013

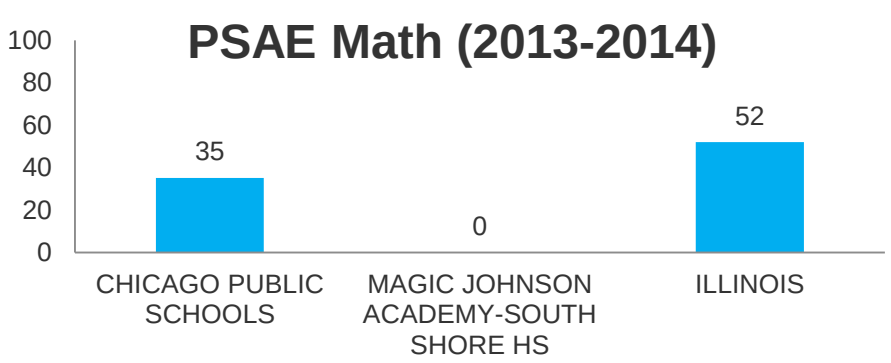
Magic Johnson Bridgescape Academy is operating as a dropout recovery and prevention program in partnership with Chicago Public Schools.

2013-2014	Seniors Eligible for graduation	Seniors graduating	Underclassman graduating	Total graduates	Grad rate
Roseland	**18**	**9**	**1**	**10**	**56%**









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APPENDIX

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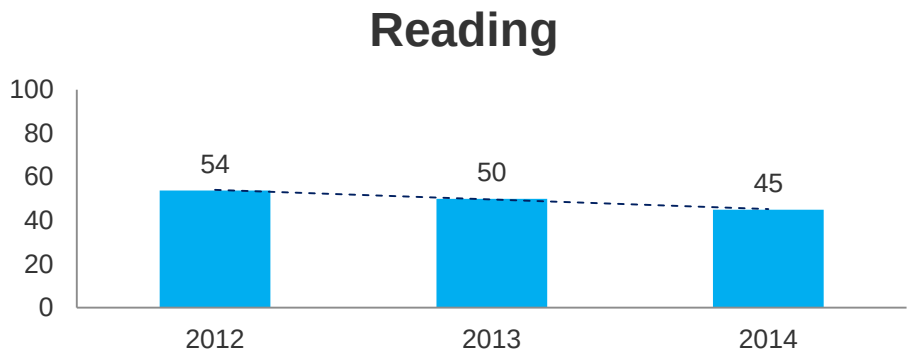
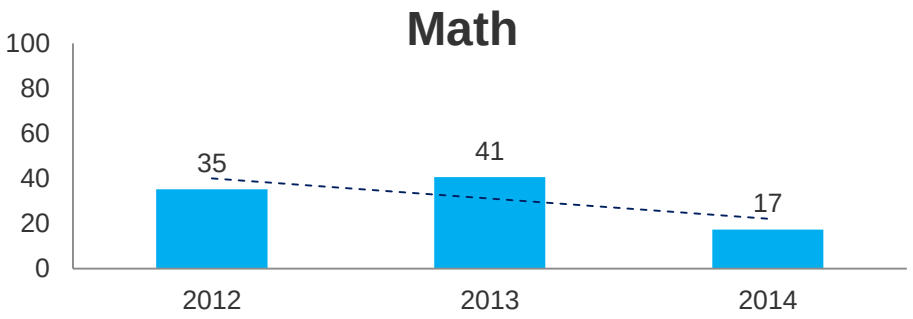
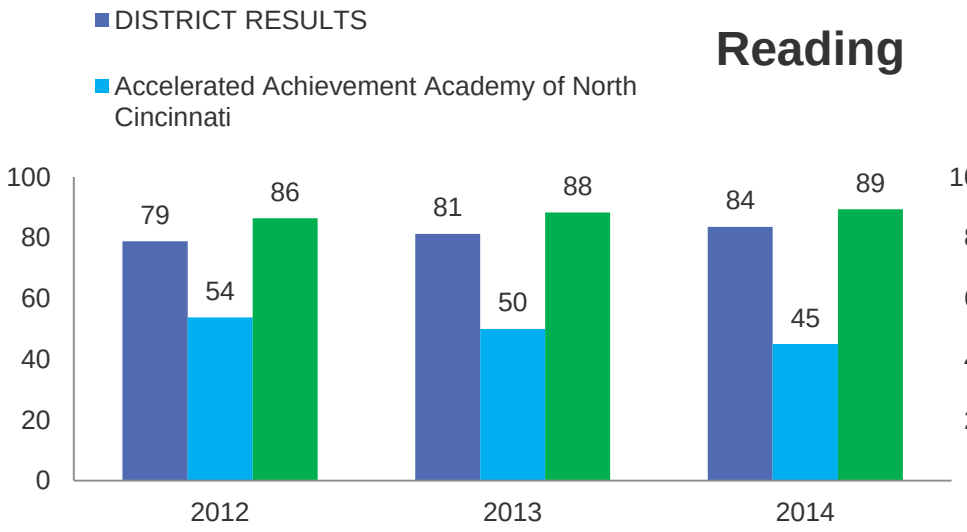
Ohio - Accelerated Achievement Academy of North Cincinnati*

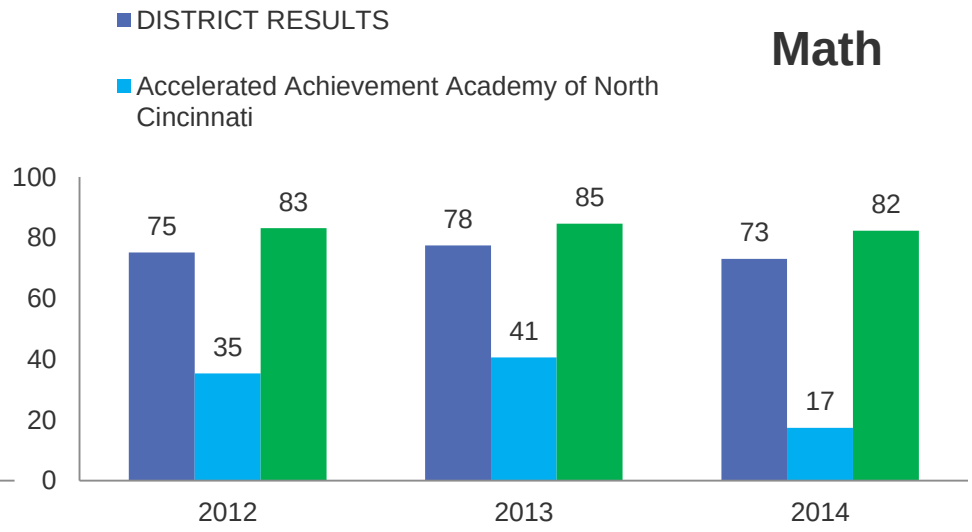
[Grades 9-12],*Started in 2011.
June 2014 was its last year in existence.

- The remaining school in Cincinnati is Accelerated Achievement Academy of East Cincinnati.
- The AAA – North location closed at the end of last year.









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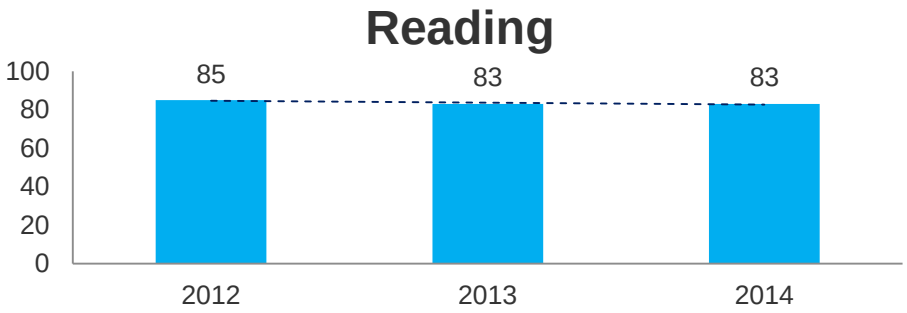
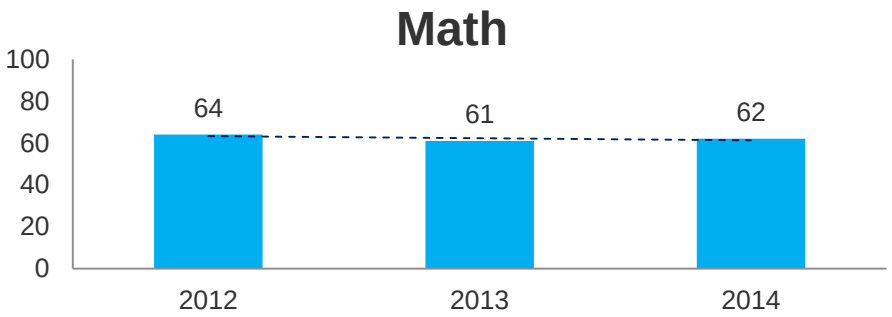
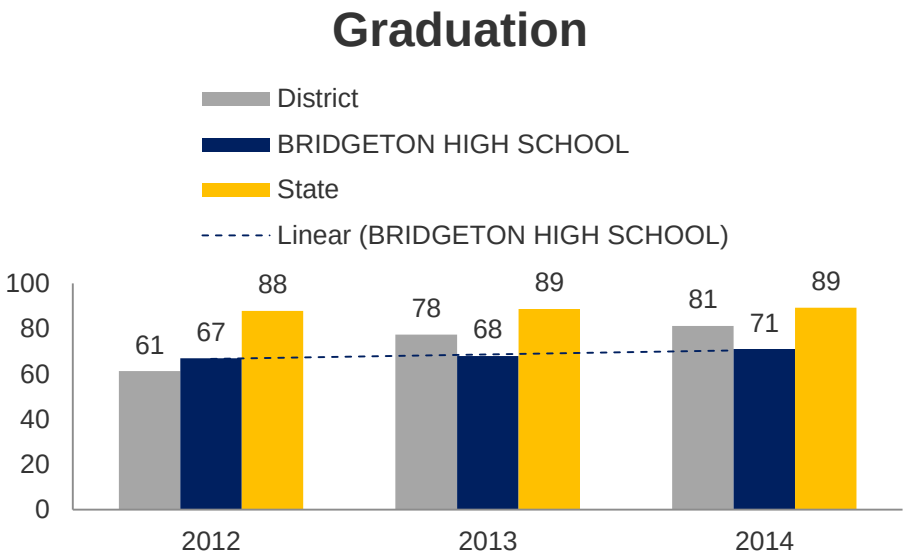
New Jersey - Bridgeton HS

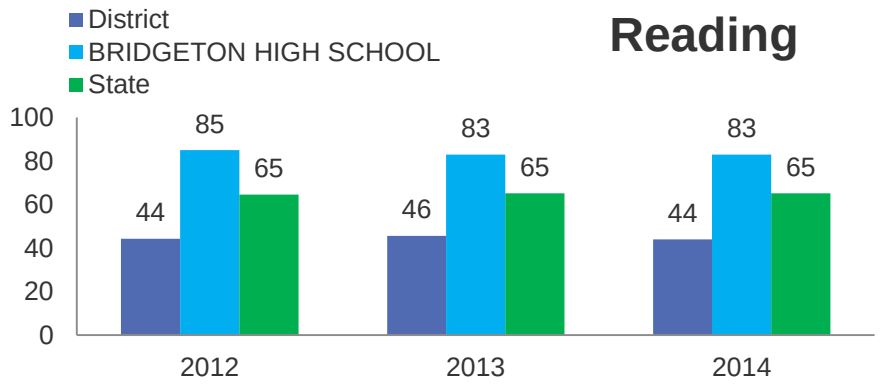
*

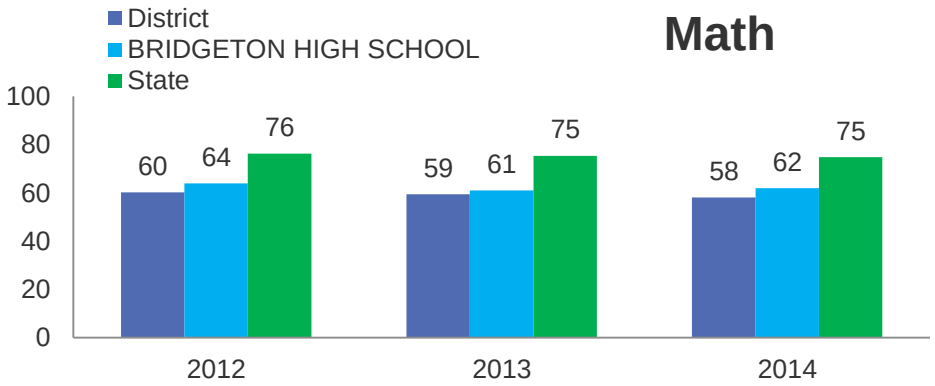
- Graduation rate has gone up slightly
- .
- Out-performing both district and state in Reading and out-performing district in math.











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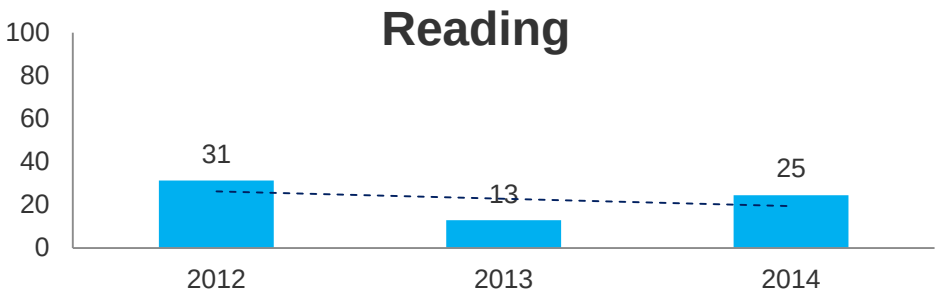
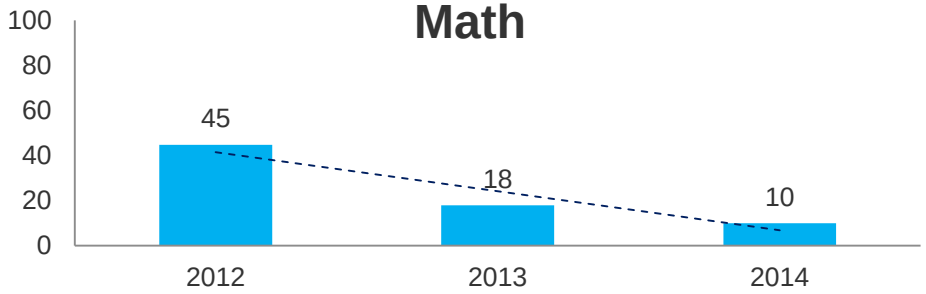
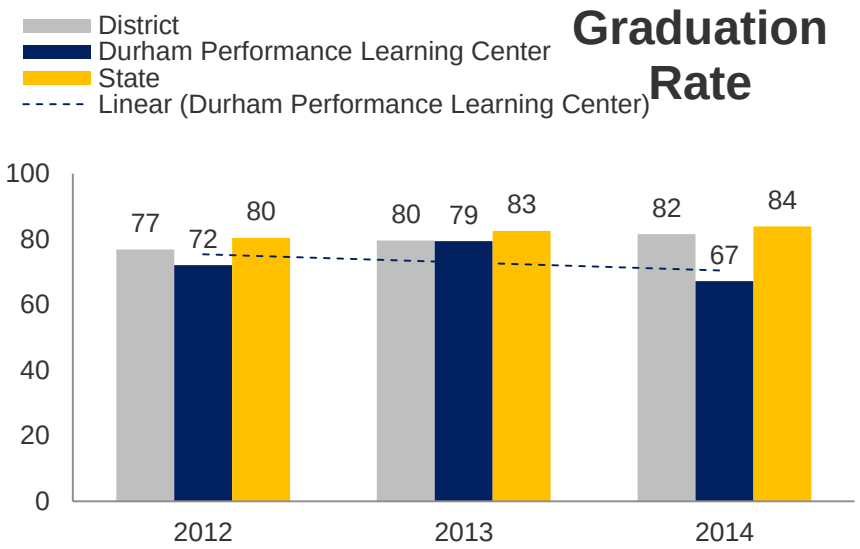
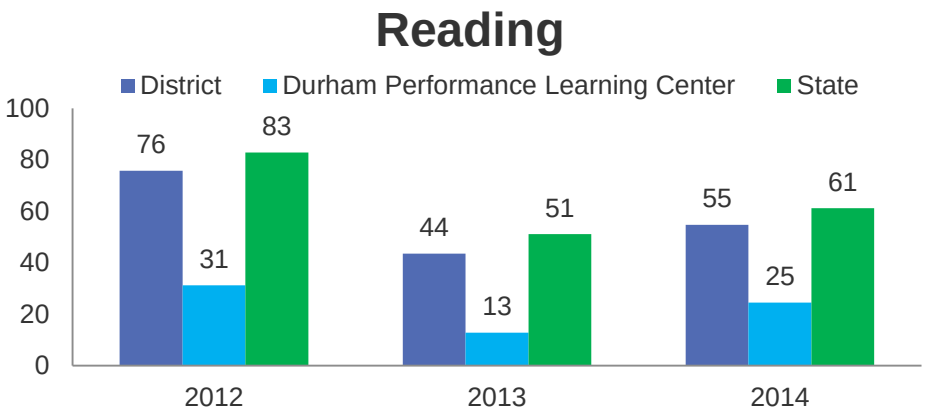
Durham Performing Center*

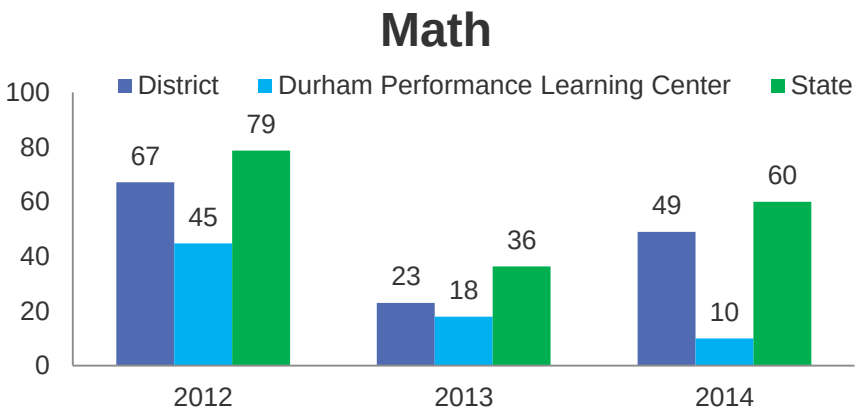
[Grades 9-12],*











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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	DISTRICT NAME AND NUMBER	
ADDRESS (Street, City, State, Zip Code)	TELEPHONE (Include Area Code)	FAX (Include Area Code)
	DATE OF APPLICATION SUBMISSION	
GRADES TO BE SERVED	TOTAL NUMBER OF STUDENTS TO BE SERVED	
CONTACT NAME	CONTACT TELEPHONE (Include Area Code)	CONTACT E-MAIL

ISBE USE ONLY:

Review # _____ Date _____

Instructions for required corrections AND clarification:

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Explain what activities are implemented to ensure that parents understand that all children, including children with disabilities, 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)			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
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))			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
a) 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)			☐ Approved ☐ See below

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
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))			☐ Approved ☐ See below

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
c) Timelines – describe how timelines are or will be met for: c.1 initial evaluation; c.2 yearly review or c.3 development of IEPs; c.4 tri-annual reevaluations; c.5 sending required Notice and Consent forms to parents; and c.6 progress reported on IEP annual goals. (34 CFR 300.301(c)(1)(i-ii)) (34 CFR 300.303) (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(j)) (23 IAC 226.120) (23 IAC 226.180(d)) (23 IAC 226.220(a)) (23 IAC 226.520) (23 IAC 226.530)			☐ Approved ☐ See below

IV. PARENTAL INVOLVEMENT

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Describe the provisions for parent involvement in the Special Education process, indicating what efforts are made for parental education, notification and participation. (34 CFR 300.34(c)(8)) (34 CFR 300.322(b-f)) (23 IAC 226.530)			☐ Approved ☐ See below

V. LEAST RESTRICTIVE ENVIRONMENT

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
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))			☐ Approved ☐ See below

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
a) Services – describe how all services and resources required by a student's IEP will be provided, including but not limited to accommodations, LRE setting, and related services; 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 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)* and the IEP team's determination that the Charter School's educational program and services do not meet the child's individual needs. (34 CFR 300.116(a)(1)) (34 CFR 300.116(b)(1)) (34 CFR 300.320(a)(1)(i)) (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))			☐ Approved ☐ See below

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
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)			☐ Approved ☐ See below

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
c) Behavior Intervention Plans – describe how these will be implemented; (34 CFR 300.530(d-f)) (23 IAC 226.750(a))			☐ Approved ☐ See below

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
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))			☐ Approved ☐ See below

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
e) Transition planning – describe the methods used for agencies' involvement, participation of agencies in IEPs, and tracking post-graduation implementation; (34 CFR 300.320(b)) (34 CFR 300.321(b)) (34 CFR 300.43) (34 CFR 300.600(d)(2)) (34 CFR 300.601(a-b)) (23 IAC 226.230(c))			☐ Approved ☐ See below

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
f) Transportation – describe provisions for this service; (34 CFR 300.34(c)(16)) (34 CFR 300.107(b)) (23 IAC 226.750(b))			☐ Approved ☐ See below

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
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))			☐ Approved ☐ See below

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
a) ISAT/PSAE/IAA Determination – indicate how ISAT/PSAE/IAA testing is determined by the IEP team; (34 CFR 300.320(a)(6)) (23 IAC 226.230(a)(2))			☐ Approved ☐ See below

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
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))			☐ Approved ☐ See below

VIII. CONFIDENTIALITY OF RECORDS

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
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)			☐ Approved ☐ See below

IX. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Describe 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)			☐ Approved ☐ See below

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Describe how the charter school will determine class size to remain in compliance with federal and state requirements. (23 IAC 226.730(a-c))			☐ Approved ☐ See below

Barbara Byrd-Bennett
Chief Executive Officer

2015-2016 CPS CALENDAR
ELEMENTARY AND HIGH SCHOOLS

AUGUST				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26▲	27	28
31◆				

NOVEMBER				
2	3	4	5	6
9	10	11*	12Q	13#
16	17	18EPT	19HSPT	20
23	24	(25)	26*	27*
30				

FEBRUARY				
1	2	3	4Q	5#
8	9	10	11	12
15*	16	17	18	19
22	23	24	25	26
29				

MAY				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30*	31			

SEPTEMBER				
	1◆	2+	3+	4+
7*	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

DECEMBER				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
/21/	/22/	/23/	/24/	/25/
(28)	(29)	(30)	(31)	

MARCH				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JUNE				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21Q	22+	23◆	24e
27e	28e	29e	30e	

OCTOBER				
			1	2
5	6	7	8	9
12*	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JANUARY				
				(1)
4	5	6	7	8
11	12	13	14	15
18*	19	20	21	22
25	26	27	28	29

APRIL				
				1
4	5	6	7Q	8#
11	12	13EPT	14HSPT	15
/18/	/19/	/20/	/21/	/22/
25	26	27	28	29

JULY				
				1
4*	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

LEGEND

Q	End of Quarter	//	Schools closed—salary paid except as provided by budgetary action
+	Teacher Institute Days	**HSPT**	High School Parent-Teacher Conference Day (Report card pickup)
#	School Improvement Days	**EPT**	Elementary Parent-Teacher Conference Day (Report card pickup)
*	Holiday	**e**	Emergency day-school in session if student days fall below state requirement
	Day of non-attendance for students	◆	Each school is provided 3 professional development days that can be used flexibly over the course of the school year
	Anticipated Window for Summer Programs	▲	School clerks begin working on Wednesday, August 26, 2015
( )	Schools closed-- no salary paid		

HOLIDAYS

September 7	Labor Day	January 18	M. L. King Day
October 12	Columbus Day	February 15	President's Day
November 11	Veterans Day	May 30	Memorial Day
November 26, 27	Thanksgiving Holiday	July 4	Independence Day

Please note: November 27, December 25 and January 1 are holidays for the district offices. November 25 is a non-attendance day for students and school-based staff.

NOTES:

- SCHOOL CALENDAR— School clerks begin on August 26, 2015. Teachers and Chicago Teacher's Union (CTU) – represented Paraprofessionals and School-Related Personnel (PSRPs) begin on August 31, 2015.
  Other school-based employees begin between August 31, 2015 and September 8, 2015.
  Students begin classes on Tuesday, September 8, 2015 and end on Tuesday, June 21, 2016. Both days are full days of school for students.
- QUARTERS— Each quarter ends on the following day:
  Q1 ends November 12, 2015 Q3 ends April 7, 2016
  Q2 ends February 4, 2016 Q4 ends June 21, 2016
- PROGRESS REPORT DISTRIBUTION DAYS— Schools will distribute progress reports on the following dates:
  Q1 on October 9, 2015 Q3 on March 11, 2016
  Q2 on January 8, 2016 Q4 on May 20, 2016
- PARENT-TEACHER CONFERENCE DAYS— Parents are asked to pickup report cards and conference with teachers after the first and third quarters. Parent-Teacher conference days are non-attendance days for students. Elementary and high schools are expected to run a Parent-Teacher Conference Day:

Elementary	High School
Q1 on Wednesday, November 18, 2015	Q1 on Thursday, November 19, 2015
Q3 on Wednesday, April 13, 2016	Q3 on Thursday, April 14, 2016

- REPORT CARD DISTRIBUTION DAYS— Please note that report cards for the second and fourth quarters will be sent home:
  Q2 on February 11, 2016 Q4 on June 21, 2016
- TEACHER INSTITUTE DAYS— Teacher institute days are non-attendance days for students. These days are approved by the State Superintendent of Instruction for teacher professional development. Teacher institute days are principal-directed, except September 4, 2015, which is half-principal and half teacher-directed.
  Days include: September 2, 2015; September 3, 2015; September 4, 2015 and June 22, 2016.
- SCHOOL IMPROVEMENT DAYS— School Improvement Days are non-attendance days for students and are for teachers and staff to review student data, plan instruction, and engage in development aligned to school priorities. They are principal-directed except on February 5, 2016 which is half principal-directed and half teacher-directed, and on April 8, 2016, which is teacher-directed.
  Days include: November 13, 2015; February 5, 2016; and April 8, 2016.
- PROFESSIONAL DEVELOPMENT FLEX DAYS— Each school is provided 3 Professional Development Days to be used flexibly across the year: August 31, 2015, September 1, 2015 and June 23, 2016. Professional development days are principal directed.
- VACATIONS—Schools are closed for the following breaks:
  Winter vacation— Schools are closed from December 21, 2015 to January 1, 2016.
  Spring vacation— Schools are closed from April 18, 2016 to April 22, 2016.
- GRADUATION DATES— High school graduation ceremonies cannot be held prior to June 13, 2016. Elementary graduations ceremonies cannot be held prior to June 16, 2016.
- ANTICIPATED SUMMER PROGRAMS— Anticipated Summer Programs include Summer Bridge, Bilingual Bridge, English Language Summer Support, Extended School Year, Summer Acceleration and High School Summer Credit Recovery.

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Middle School Student Schedule

The daily schedule for each student will include:

- 15-20 minutes – Our Meeting/Homeroom (with mentor or homeroom teacher)
- 45-75 minutes each in each core subject (using Blended Learning model)
    - Literature and English/language
    - Mathematics courses 1-3 and Algebra I
    - Earth/Physical/Life science
    - U.S./World history and geography
- Two periods of at least 45 minutes each – two different specials per day; possible specials classes that can be offered:
    - World Language
    - Physical Education/Health
    - Art
    - Music (Band, Choir, and/or Music Appreciation)
    - Computers
    - Library Science

Middle School Student Weekly Schedule

The middle school students' day-to-day schedules during the week will be nearly the same each day. The only major difference will be that they will attend the specials classes on a rotational basis. The school will offer an even number of specials classes, likely 4 or 6, so the students will attend each special class every second or third day. An example of a student's weekly schedule for specials classes might be:

- Day 1 – P.E./Health and Art
- Day 2 – Band and Computers
- Day 3 – Library Science and World Language
- Day 4 – P.E./Health and Art
- Day 5 – Band and Computers
- Continue rotation the following week

EdisonLearning

Middle School Teacher Daily Schedule

Teachers at this level will teach courses in their specialized subject area of English/Language Arts, mathematics, science, or history/geography. Enrollment per grade will determine the number of sessions teachers will have each day and how long each session will be. The daily schedule for the teachers will include:

- 15-20 minutes – Our Meeting/Homeroom (build and manage relationships)
- 45-75 minutes – Three to five instructional sessions that include different topic areas in their specialized subject
    - Literature and English/language
    - Mathematics courses 1-3 and Algebra I
    - Earth/Physical/Life science
    - U.S./World history and geography
- At least 45 minutes – Personal Planning
- At least 45 minutes – House Meeting/Professional Development

Middle School Teacher Weekly Schedule

Since teachers in middle school teach courses in their specialized subject area, their day-to-day schedule during the week will be nearly the same. The only major difference will be the focus of the house meeting or professional development each day. In a five-day week, the teachers will have 3-5 sections of their specialized subject at the same clock time each day. The teachers' personal planning time will also follow the same time schedule each day. The teachers will discuss a different topic each day during their house meeting or professional development time, usually scheduled on the same weekday.

- Topic 1 – Student concerns
- Topic 2 – Data and achievement meeting
- Topic 3 – Technology professional development
- Topic 4 – Department meeting for co-planning
- Topic 5 – Professional Development on Curriculum and Instruction

	Curriculum Map for 7th Grade Health
Essential Questions	• **What practices can help to sustain lifelong wellness?**
Big Ideas/Content	• Assess the factors that affect wellness (e.g., diet, exercise, substance abuse, disease, heredity) • compare and contrast positive and negative personal health habits • conduct research of advances in technology that impact personal health (e.g., diet supplements, surgical procedures, testing devices) • examine the influence of the media on lifelong health and hygiene (e.g., practices, products, services) • create attainable personal wellness goals • track progress toward personal wellness goals in an electronic journal
Common Core Standards	*State Health Standard: 22.A.3a ,22.A.3b* *ELA: RI.7.1-10, W7.1-10* *Mathematics: MD.6* *Science: 5.1.8.B.2* *Arts: 1.3.8.C.1-2, 1.3.8.D.1-2* *Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5* *21st Century Life/Careers: 9.1.8.A.1-3, 9.1.12.A.1*
Unit title:	**Healthy Lifestyles**
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances). Students will be able to Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).
Assessments	• Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, *PowerPoint* presentations, video streaming, podcasting • Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

	Curriculum Map for 7th Grade Health
Essential Questions	• **How can adolescents avoid illness?**
Big Ideas/Content	determine global threats to the health of young adults (e.g., hepatitis, HIV/AIDS, HPV, STDs) identify the signs and symptoms of common physical threats to the wellness of young adults analyze and report the local and global efforts to battle common ailments of young adults collaborate to present mental illness issues facing young adults (e.g., eating disorders, self-inflicted abuse, bipolar disorder) track progress toward wellness goals in an electronic journal
Common Core Standards	*State Health Standard: 22.A.3a ,22.A.3b* *ELA: RI.7.1-10, W7.1-10* *Mathematics: MD.6* *Science: 5.1.8.B.2* *Arts: 1.3.8.C.1-2, 1.3.8.D.1-2* *Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1* *Social Studies: 6.3.8.A.3* *21st Century Life/Careers: 9.1.8.A.1-3, 9.1.12.A.1-2, 9.1.12.A.4*
Unit title:	**Illness Prevention**
Timing	4 ½ weeks
Academic Goals/Benchmarks	Students will be able to identify ways to prevent common illnesses and ailments of young adults. Students will be able identify symptoms and treatment for mental illness issues facing young adults. Students will be able to describe global health threats and prevention practices.
Assessments	• Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, *PowerPoint* presentations, video streaming, podcasting • Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

	Curriculum Map for 7th Grade Health
Essential Questions	• **What coping skills aid in eliminating difficult situations?**
Big Ideas/Content	brainstorm the common conflicts experienced by young adults in daily life (e.g., parental expectations, peer pressure, physical changes) utilize technology to research proven methods of dealing with adolescent stress factors analyze how personal assets and cultural influences affect the development of coping skills investigate local and global agencies that assist in the efforts to avoid conflict (e.g., Boy Scouts of America, Girl Scouts of America, police programs, social agencies) dramatize scenarios that demonstrate the application of coping skills involving conflicts regarding topics (e.g., disability, gender, race, religion) track progress toward wellness goals in an electronic journal
Common Core Standards	*State Health Standard: 22.A.3a ,22.A.3b* *ELA: RI.7.1-10, W7.1-10* *Mathematics: MD.6* *Science: 5.1.8.B.2* *Arts: 1.3.8.C.1-2, 1.3.8.D.1-2* *Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5* *Social Studies: 6.3.8.A.3* *21st Century Life/Careers: 9.1.8.A.1-3, 9.1.12.A.1*
Unit title:	**Preventing Conflict**
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to Identify strategies to use when faced with common conflicts experienced by young adults i.e. peer pressure, physical changes Students will be able to Identify local and global community agencies and resources available to support young adults.
Assessments	• Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, *PowerPoint* presentations, video streaming, podcasting • Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

	Curriculum Map for 7th Grade Health
Essential Questions	• **How are healthy relationships sustained?**
Big Ideas/Content	define relationships □ identify diverse relationships (e.g., family, friend, spouse, girlfriend, boyfriend) □ compare and contrast the qualities of healthy versus unhealthy relationships □ assess "red flags" in relationships (e.g., abuse, controlling behavior, fear) □ determine methods to sustain healthy relationships (e.g., communication, equality, respect) □ assimilate knowledge of relationships in an authentic presentation (e.g., advice column, group presentation, poster, skit)
Common Core Standards	*State Health Standard: 22.A.3a ,22.A.3b* *ELA: RI.7.1-10, W.7.1-10* *Mathematics: MD.6* *Science: 5.1.8.B.2* *Arts: 1.3.8.C.1-2, 1.3.8.D.1-2* *Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5* *21st Century Life/Careers: 9.1.8.A.1-3, 9.1.12.A.1*
Unit title:	**Healthy Relationships**
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to Identify qualities of healthy an unhealthy relationships. Students will be able to Identify how to develop and maintain healthy relationships.
Assessments	• Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

Unit Plan for 7th Grade Healthy Relationships

	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9
Essential Questions/Big Ideas	**What are the qualities of healthy & unhealthy relationships?**	**What are the different types of abuse?**	**What are different types of communication?**	**What is peer pressure? How can young adults prevent themselves from being peer pressured?**	**What are methods to sustain healthy relationships?**
Standards For unit	*State Health Standard: 22.A.3a-3b ELA: RI.7.1-10 Technology: 8.1.8.A.1, 8.1.8.A.3,8.1.8.A.5 21st Century Life/Careers: 9.1.8.A.1-3, 9.1.12.A.1*	*State Health Standard: 22.A.3a-3b ELA: RI.7.1-10, W.7.1-10 Arts: 1.3.8.C.1-2, 1.3.8.D.1-2 Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5 21st Century Life/Careers: 9.1.8.A.1-3, 9.1.12.A.1*	*State Health Standard: 22.A.3a ,22.A.3b ELA: RI.7.1-10, W.7.1-10 Mathematics: MD.6 Science: 5.1.8.B.2 Arts: 1.3.8.C.1-2, 1.3.8.D.1-2 Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5 21st Century Life/Careers: 9.1.8.A.1-3, 9.1.12.A.1*	*State Health Standard: 22.A.3a ,22.A.3b ELA: RI.7.1-10, W.7.1-10 Mathematics: MD.6 Science: 5.1.8.B.2 Arts: 1.3.8.C.1-2, 1.3.8.D.1-2 Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5 21st Century Life/Careers: 9.1.8.A.1-3, 9.1.12.A.1*	*State Health Standard: 22.A.3a ,22.A.3b ELA: RI.7.1-10, W.7.1-10 Mathematics: MD.6 Science: 5.1.8.B.2 Arts: 1.3.8.C.1-2, 1.3.8.D.1-2 Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5 21st Century Life/Careers: 9.1.8.A.1-3, 9.1.12.A.1*
Lesson plan titles	**Healthy vs. Unhealthy Relationships**	**Abuse**	**Communication**	**Peer Pressure**	**Sustaining Healthy Relationships**
Activities	Identify types of relationships Define healthy vs. unhealthy relationships and their characteristics Take the Evaluating a Relationship Self Quiz Review case scenarios and determine if relationships are healthy/ unhealthy Learn of local resources available to access if they are in unhealthy relationships	Take Abuse Pre quiz Read SLT article Differentiate between the types of abuse – physical, emotional, neglect, and sexual. List signs of abuse (physical and behavioral indicators) of each type of abuse Identify the three major components of child abuse (Child + Care Giver + Stress = Child Abuse) Identify methods which help prevent, or cope with abuse. Discuss abuse prevention techniqus	Take Communication Style Quiz Define different types of communication Learn effective communication strategies Play “Telephone Game” Nonverbal Communication Skits Watch’ Who’s on First Video” Discuss Self Advocacy Self-Advocacy Appraisal	Define peer pressure and review the various types of peer pressure young adults’ face. Learn difference between spoken & unspoken pressure Peer Pressure Role Play/Skits View the (www.thecoolspot.gov) Resistance Skills Activity Bag of Tricks Group Activity Watch Resisting Peer Pressure Video Peer Pressure Persuasive Essay	Review Key strategies and definitions and terms
Assessments	Research Paper Electronic Journal	Research Paper & Presentation present on child abuse case that resulted in death Electronic Journal	Communication PPT	Peer Pressure Persuasive Essay	assimilate knowledge of relationships in an authentic presentation (e.g., advice column, group presentation, poster, skit)

	Lesson Plan
Title	**Bag of Tricks**
Objectives/Goals	Students will be able to: • recognize different types of spoken and unspoken pressure name different types of spoken and unspoken pressure • demonstrate different types of spoken and unspoken pressure • name the feelings that spoken and unspoken pressure can generate
Materials/Environment	• "Things to Remember" for each role-playing group or whole class • student copies of role-playing response sheets • one copy of each role-playing scenario • class-size enlargement of Spoken and Unspoken Pressure poster • class-size enlargement of Peer Pressure Definitions • labeled "Peer Pressure Tricks" bags, one bag per group of students Each bag should have one cut set of "Peer Pressure Bag of Tricks" strips • writing paper and pens or pencils for students • role-playing props as needed • large, visible writing area and writing instrument for teacher
Procedure	• Organize the class into six small groups. • See role play scenarios and decide whether to have six mixed groups (i.e., boys and girls), or four mixed groups plus one group of all boys (for Scenario A), and one group of all girls (for Scenario F). • Provide the "Things to Remember" notes as a handout to each group or post an enlargement for the class. Give each student a Student Response Sheet. • Give each group a scenario to role play. • Give each group a "Bag of Tricks." • Have each group select a spokesperson to hold up the group's answer choices from the "Bag of Tricks." • Have the groups empty their bags and spread out the papers. • Allow the groups enough time to plan and practice their scenarios.(20 min) • Call the groups up one at a time for their role plays (set appropriate ground rules if needed in addition to the "Things to Remember" list) • Call "Freeze" at the end of each role play; then have the role players relax. • Have each group's spokesperson hold up the paper strip for the Trick they think is being demonstrated. • Read aloud each choice; then announce the correct answer. • Students to fill in their Student Response Sheets.
Assessment	Informal: Student response when asked the "Trick" being used Formal: Student Response Sheets/Peer Pressure Quiz/Exit Ticket
Differentiation Strategies	Have a list of key definitions or terms to provide for students. Have step by step group instructions listed and provide to each group as well as post on the board for students who need more visual support. Have differentiated case scenarios. Provide simplified scenarios for students that require.
Reflection	1. What went well in this lesson? Why? 2. What problems did I experience? Why? 3. Was it "student centered"? Should it have been? 4. What could I have done differently? 5. What did I learn from this experience that will help me in the future?

Grade 7 Mathematics – Curriculum Map

Unit 1 – Operations with Rational Numbers	
Essential Questions / Big Ideas	1. What models can be used to show addition and subtraction of positive and negative rational numbers? 2. What strategies are most useful in helping develop algorithms for adding, subtracting, multiplying, and dividing positive and negative rational numbers? 3. What is the result of adding a number and its inverse or multiplying a number and its inverse? 4. How are the operations applied in real-world contexts? 5. How do the properties of operation help us compute with rational numbers?
Standards	**7.NS.1** Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. **7.NS.1a** Describe situations in which opposite quantities combine to make 0. **7.NS.1b** Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. **7.NS.1c** Understand subtraction of rational numbers as adding the additive inverse, $p – q = p + (–q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. **7.NS.1d** Apply properties of operations as strategies to add and subtract rational numbers. **7.NS.2** Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. **7.NS.2a** Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1)=1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. **7.NS.2b** Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers then $–(p/q) = (–p)/q = p/(–q)$. Interpret quotients of rational numbers by describing real-world contexts. **7.NS.2c** Apply properties of operations as strategies to multiply and divide rational numbers. **7.NS.2d** Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. **7.NS.3** Solve real-world and mathematical problems involving the four operations with rational numbers.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Compute with positive and negative numbers to determine relationships between quantities and solve problems. • Model, draw diagrams, and use manipulatives, number lines, and patterns to remember algorithms for computing with positive and negative numbers. • Recognize that properties of real numbers are the same for all rational numbers. • Demonstrate that a number and its opposite have a sum of 0.
Assessments	Performance and learning tasks; daily exit slips; unit assessment

Unit 2 – Expressions & Equations	
Essential Questions / Big Ideas	1. How can I apply the order of operations and the fundamentals of algebra to solve problems? 2. How can I justify that multiple representations in the context of a problem are equivalent expressions? 3. How will I use the properties of equality to explain the order of the steps in solving equations and inequalities? 4. What strategies can be used to solve and graph inequalities? 5. How do I interpret the solutions for equations and inequalities in the context of the problem?
Standards	**7.EE.1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. **7.EE.2** Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. **7.EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. **7.EE.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. **7.EE.4a** Solve word problems leading to equations of the form $px+q=r$ and $p(x+q)=r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. **7.EE.4b** Solve word problems leading to inequalities of the form $px+q>r$ or $px+q<r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Use the Commutative, Associative, Distributive, Identify, and Inverse Properties to generate equivalent expressions. • Solve real-world and math problems using numerical and algebraic expressions and equations. • Solve real-world and math problems with one- or two-step inequalities.
Assessments	Performance and learning tasks; daily exit slips; unit assessment

Unit 3 – Ratios and Proportional Relationships	
Essential Questions / Big Ideas	1. How can proportions be used to solve multi-step ratio and percent problems? 2. When is a relationship proportional? 3. How can proportions increase our understanding of the real world? 4. How do equations represent proportional relationships? 5. How can similarity help us solve measurement problems? 6. What are the connections between similarity, geometry and algebra?
Standards	**7.RP.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. **7.RP.2** Recognize and represent proportional relationships between quantities. **7.RP.2a** Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. **7.RP.2b** Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. **7.RP.2d** Explain what a point (x,y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0,0) and (1,r) where r is the unit rate. **7.RP.3** Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. **7.G.1** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Create and solve equations to represent proportional relationships • Use proportional reasoning in problem solving situations • Understand mathematical relationships allow us to make predictions, calculate, and model unknown quantities. • Use proportional relationships to express how quantities change in relationship to each other • Reproduce a scale drawing at a different scale
Assessments	Performance and learning tasks; daily exit slips; unit assessment

Unit 4 – Inferences	
Essential Questions / Big Ideas	• How do you determine which measures of variability should be used to draw informal comparative inferences? • What types of conclusions can be drawn from data? • In what ways are sample statistics related to the corresponding population parameters? • What strategies can be used to choose and create appropriate graphs to represent data?
Standards	**7.SP.1** Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. **7.SP.2** Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions **7.SP.3** Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. **7.SP.4** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Use random sampling to draw inferences about a population. • Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
Assessments	Performance and learning tasks; daily exit slips; unit assessment

Unit 5 - Geometry	
Essential Questions / Big Ideas	1. What are the characteristics of angles and sides that will create geometric shapes, especially triangles? 2. What 2-D figure results from slicing 3-D figures? (cones, spheres, or cylinders) 3. How do you find the surface area and volume of a 3D figure? 4. What is the total number of degrees in supplementary and complementary angles? 5. What is the relationship between vertical and adjacent angles? 6. How would the volume and surface area be affected when dimensions of a figure are doubled and/or triple?
Standards	**7.G.2** Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. **7.G.3** Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. **7.G.4** Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. **7.G.5** Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. **7.G.6** Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Draw, construct, and describe geometrical figures and describe the relationships between them. • Solve real-life and math problems involving angle measure, circumference, area, surface area, and volume. • Explain the relationships between the angles formed by two intersecting lines. • Identify and describe supplementary, complementary, vertical, and adjacent angles.
Assessments	Performance and learning tasks; daily exit slips; unit assessment

Unit 6 - Probability	
Essential Questions / Big Ideas	1. How are lists, tables, tree diagrams or simulation used to find the probability of an event? 2. How is probability used to predict frequency of an event?
Standards	**7.SP.5** Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. **7.SP.6** Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. **7.SP.7** Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. **7.SP.7a** Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events **7.SP.7b** Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. **7.SP.8** Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. **7.SP.8a** Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. **7.SP.8b** Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. **7.SP.8c** Design and use a simulation to generate frequencies for compound events.
Timing	3-4 weeks
Academic Goals/Benchmarks	The students will be able to: • Investigate chance processes and develop, use, and evaluate probability models. • Find the probability of an event and represent it as a fraction between 0 and 1 or percents.
Assessments	Performance and learning tasks; daily exit slips; unit assessment

Grade 7 Mathematics – Unit Plan – Operations with Rational Numbers

	Week 1	Week 2	Week 3	Week 4	Week 5
Essential Questions	How does a number line model addition/subtraction of rational numbers? How can models make sense of real-world application of rational numbers? What patterns are present when adding/subtracting integers? How can models prove that opposites combine to 0?	What patterns are present when adding/subtracting integers? How can integer models be implemented to show changes in temperatures?	How do I use a number line to multiply rational numbers? How do multiplication and division of rational numbers relate to one another? How do I model division of integers on a number line?	Does a value increase or decrease when you multiply a fraction by a whole number? How do you find part of a number? How can the cost of a trip be calculated and then divided evenly among the attendees? How can you determine which trip is the most cost effective?	How do I convert a rational number to a decimal using long division? How do I know if a decimal terminates or repeats? How do the prime factors of the denominator affect whether a decimal will repeat or terminate?
Standards	7.NS.1a, 7.NS.1b, 7.NS.1c, 7.NS.1d, 7.NS.3	7.NS.1a, 7.NS.1b, 7.NS.1c, 7.NS.1d, 7.NS.3	7.NS.2a, 7.NS.2b, 7.NS.2c, 7.NS.2d	7.NS.2, 7.NS.3	7.NS.1a, 7.NS.1b, 7.NS.1c, 7.NS.1d, 7.NS.2a, 7.NS.2b, 7.NS.2c, 7.NS.2d
Lesson Plan Title(s)	Add & Subtract Integers	Add & Subtract Integers and Rational Numbers	Multiply & Divide Rational Numbers; Properties of Numbers	Multiply & Divide Integers and Rational Numbers	Fractions & Decimals; Comparing Integers; Absolute Value; Application of Integers and Rational Numbers
Activities	Comparing temperatures in the U.S. Adding/Subtracting integers on a number line and with integer chips	Add/Subtract Integers on Vertical Number Line Applying Add/Subtract Integers in Real-World Situations	Multiply/Divide Integers on a Number Line Patterns in Multiplying/Dividing Integers	Use Multiplication of Fractions & Whole Numbers to Find Change in Cost Funding a Field Trip	Repeating & Terminating Decimals Review Poster or Presentation
Assessments	Learning task, exit slips, teacher-made quizzes	Learning & Performance tasks,	Learning task, exit slips, teacher-made quizzes	Performance tasks, exit slips, teacher-made	Learning task, Unit Review task, Unit

		formative assessment lesson, exit slip, teacher-made quizzes		quizzes	assessment
Needed materials	Task handouts, video, colored beads, pipe cleaners, integer chips, number line, textbook resource	Vertical number line, colored pens or markers, balloon card, check register form, textbook resource	Two-colored counters, horizontal & vertical number lines, colored pens or markers	Recording sheets	Calculator (optional), recording sheets, computer or poster

Grade 7 Mathematics – Lesson Plan – Add/Subtract Integers

Objectives/Goals	Students will apply their addition and subtraction of integer skills to maintain a checkbook or ledger balance that includes debits and credits.
Materials/Environment	Textbook resource, EdisonLearning Grade 7 eCourse – Unit 2, Lessons 15 & 16, sample ledger or check register handouts
Procedure	1. Have students complete 3-5 warm-up problems focused on the addition and subtraction of integers to assess student ability to solve these problems before apply to a real-life situation. 2. If needed, use the video at http://www.teachertube.com/video/adding-and-subtracting-integers-54273 to review the addition and subtraction of integers. Remind students of the rules when the signs are the same and when the signs are different. 3. Demonstrate 2-3 problems that show how to apply the skill to maintain a checkbook or ledger balance with both debits and credits (use lesson part of Grade 7 eCourse). 4. Have students work in partners or small groups to solve 2 ledger problems that practice the skill. 5. Review the ledger problems to determine if additional instruction or practice is needed.
Assessment	Check for understanding and assess student performance as they work in partners or small groups on the ledger activities.
Differentiation Strategies	**Remedial** – Adjust money values in ledger problems based on students' skill level when adding and subtracting integers (use Reteaching part of Grade 7 eCourse) **Advanced** – Use activity 3 as an extension activity for high-ability students (use Extension part of Grade 7 eCourse)
Reflection	Have a whole-group discussion with students when they will share what they learned about the real-life application of addition/subtraction of integers.

Grade 7 English Language Arts – Curriculum Map

Unit 1 – Journeys and Survival	
Essential Questions / Big Ideas	Reading Closely and Writing to Learn
Standards	RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.9: Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. SL.7.1:Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Timing	5-6 weeks
Academic Goals/Benchmarks	Students will be able to: • Explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. • Use textual evidence to support ideas in their writing, both in shorter responses and in an extended essay • Analyze the points of view of the central characters,
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

Unit 2 – Working Conditions	
Essential Questions / Big Ideas	Working with Evidence
Standards	RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.9: Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. SL.7.1:Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Timing	5-6 weeks
Academic Goals/Benchmarks	Students will be able to: • Explore the issue of working conditions, historical and modern-day • Analyze how people, settings, and events interact in literary and informational texts. • Create a guide to working conditions in the garment industry.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

Unit 3 – - Identify and Transformation: Then and Now	
Essential Questions / Big Ideas	Working with Evidence(Drama)
Standards	RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.9: Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. SL.7.1:Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Timing	5-6 weeks
Academic Goals/Benchmarks	Students will be able to: • Explore the concept of personal identity formation and transformation in both historical and modern-day societies • Read informational text in order to frame their understanding of what identity means • Analyze the impact of gender roles and stereotypes in personal identity development as influenced by the media and advertising in order to create a "counter ad" that does not rely on gender-specific stereotypes
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

Unit 4 – Slavery: The People Could Fly	
Essential Questions / Big Ideas	Understanding Perspectives
Standards	RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.9: Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. SL.7.1:Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Timing	5-6 weeks
Academic Goals/Benchmarks	Students will be able to: • Explore the concept of personal identity formation and transformation in both historical and modern-day societies • Read informational text in order to frame their understanding of what identity means • Analyze the impact of gender roles and stereotypes in personal identity development as influenced by the media and advertising in order to create a "counter ad" that does not rely on gender-specific stereotypes
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

Unit 5 - Screen Time and the Developing Brain	
Essential Questions / Big Ideas	Reading and Research
Standards	RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.9: Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. SL.7.1:Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Explore adolescent brain development and the effects of entertainment screen time on the brain • Read informational texts to build background knowledge about adolescent brain development in general • Evaluate the soundness of reasoning and the sufficiency and relevancy of evidence in argument texts and media.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

Unit 6 - - Water Is Life	
Essential Questions / Big Ideas	Reading and Research
Standards	RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.9: Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. SL.7.1:Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Timing	5-6 weeks
Academic Goals/Benchmarks	The students will be able to: • Engage in a robust research project to investigate the agricultural and industrial water management and use an evidence-based decision-making process to take a position • Write a position paper addressing the question: Which category of water management, agricultural or industrial, would be a good place to begin to improve our use of fresh water?
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

B.

	7th grade Unit Plan Slavery: The People Can Fly					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Essential Questions/Big Ideas	What gives stories and poems their enduring power? How did Douglass's purpose and audience shape how he told his story? When you write a story, how do your purpose and audience shape how you tell that story? How can you use language, images, and theme to give the story you write enduring power?	What gives stories and poems their enduring power? How did Douglass's purpose and audience shape how he told his story? When you write a story, how do your purpose and audience shape how you tell that story? How can you use language, images, and theme to give the story you write enduring power?	What gives stories and poems their enduring power? How did Douglass's purpose and audience shape how he told his story? When you write a story, how do your purpose and audience shape how you tell that story? How can you use language, images, and theme to give the story you write enduring power?	What gives stories and poems their enduring power? How did Douglass's purpose and audience shape how he told his story? When you write a story, how do your purpose and audience shape how you tell that story? How can you use language, images, and theme to give the story you write enduring power?	What gives stories and poems their enduring power? How did Douglass's purpose and audience shape how he told his story? When you write a story, how do your purpose and audience shape how you tell that story? How can you use language, images, and theme to give the story you write enduring power?	What gives stories and poems their enduring power? How did Douglass's purpose and audience shape how he told his story? When you write a story, how do your purpose and audience shape how you tell that story? How can you use language, images, and theme to give the story you write enduring power?
Standards For unit	RL7.1 RL7.4 RL7.5 RL7.10 RL 7.11 W 7.2 W7.3 W7.5 W7.9 W7.10 SL 7.1 L7.1 L7.2	RL7.1 RL7.4 RL7.5 RL7.10 RL 7.11 W 7.2 W7.3 W7.5 W7.9 W7.10 SL 7.1 L7.1 L7.2	RL7.1 RL7.4 RL7.5 RL7.10 RL 7.11 W 7.2 W7.3 W7.5 W7.9 W7.10 SL 7.1 L7.1 L7.2	RL7.1 RL7.4 RL7.5 RL7.10 RL 7.11 W 7.2 W7.3 W7.5 W7.9 W7.10 SL 7.1 L7.1 L7.2	RL7.1 RL7.4 RL7.5 RL7.10 RL 7.11 W 7.2 W7.3 W7.5 W7.9	RL7.1 RL7.4 RL7.5 RL7.10 RL 7.11 W 7.2 W7.3 W7.5 W7.9 W7.10 SL 7.1 L7.1 L7.2

	L7.3 L7.4 L7.5 L7.6	L7.3 L7.4 L7.5 L7.6	L7.3 L7.4 L7.5 L7.6	L7.3 L7.4 L7.5 L7.6	W7.10 SL 7.1 L7.1 L7.2 L7.3 L7.4 L7.5 L7.6	L7.3 L7.4 L7.5 L7.6
Lesson plan titles Weeks 1-6	Launching the module: What gives stories their enduring power?	Determining Douglass's Purpose	Beginning work with sentence structure	How to read a poem Word choice and figurative language	Comparing written and spoken stories and poems	Performance Tasks
Activities	Building background knowledge about the historical context of the Narrative	Learning routines for reading excerpts from the Narrative	Reading Excerpt 3 and analyzing purpose and word choice	Reading Excerpt 4 and 5 and analyzing purpose and figurative language	Writing the essay about Douglass's positions in the Narrative	Analyzing the mentor children's book Creating a plan the children's books about an episode from Douglass's life and getting feedback Practicing sentence structure
Assessments	Quizzes Writing Prompts Study Island Literature Circle Rubric Benchmark(s)	Mid-Unit 2 : Comparing written and spoken stories and poems	Quizzes Writing Prompts Study Island Literature Circle Rubric Benchmark(s)	Quizzes Writing Prompts Study Island Literature Circle Rubric Benchmark(s)	Mid-Unit 2 : Reading a new passage from the Narrative	Writing Assessment

C.

	Lesson Plan
Title	Introducing the Performance Task: The Children's Book
Objectives/Goals	Learners write narrative texts about real or imagined experiences using relevant details and event sequences that make sense Learners use correct grammar and usage when writing or speaking Learners articulate the difference between a narrative and a summary Learners combine phrases into a complete sentence Learners identify where a modifier goes in relation to the noun it modifies
Materials/Environment	Learners work with a scaffolded writing process. They create a plan, write multiple drafts of each page of their book, keep track of their revisions, peer edit, and self-assess their work. The learners will need access to these documents over multiple days. In-class filing system students can access and keep their work in progress. Entry Task: Introducing the Children's Book (one per student) Excerpt 4 Analysis note-catcher (from Unit 2, Lesson 8) Frederick Douglass: The Last Day of Slavery (book; one copy for teacher read aloud) How a Narrative Is Different from a Summary Reference Sheet (one per student) Chart paper Narrative Writer's Toolbox anchor chart (new; co-created with students in Work Time B) Narrative Writer's Toolbox anchor chart (for teacher reference) Document camera Sentence Practice worksheet (one to display) Equity sticks
Procedure	Opening A. Entry Task: Introducing the Children's Book (10 minutes) 2. Work Time A. Distinguishing Narrative from Summary (15 minutes) B. Introducing the Narrative Writer's Toolbox (10 minutes) 3. Closing and Assessment A. Sentence Practice (10 minutes) 4. Homework A. Independent reading check-in: Complete a narrative arc diagram for an episode in your novel. This should be a basic summary—not a narrative.

	Vocabulary: summary, narrative, pacing, flashback, symbol
Assessment	Writing Narrative
Differentiation Strategies	Many students will benefit from seeing questions posted on the board or via a document camera, but reveal questions one at a time to keep students focused on the question at hand. Put phrases on word strips that students can manipulate Students write their ideas on scratch paper before they turn and talk ELL students may need additional time for this activity- odd numbers only
Reflection	1. What went well in this lesson? Why? 2. What problems did I experience? Why? 3. Was it "student centered"? Should it have been? 4. What could I have done differently? 5. What did I learn from this experience that will help me in the future?

Grade 7 Science – Curriculum Map

Engineering Design	
Essential Questions	1. How is the focus of engineering design different for middle school students? 2. What methods can be used to define scientific problems precisely? 3. How will students evaluate different ideas and reach the best possible result when working in different science disciplines?
Next Generation Science Standards	**MS-ETS1-1** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. **MS-ETS1-2** Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. **MS-ETS1-3** Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. **MS-ETS1-4** Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
Timing	2-3 weeks
Academic Goals/Benchmarks	The students will be able to: • Consider scientific principles and other knowledge to find successful solutions for a task • Use systematic processes to evaluate solutions • Use models to test and improve possible solutions
Assessments	Teacher observation, class participation, tests, lab reports, performance assessment

Life Science – From Molecules to Organisms	
Essential Questions	1. How do the structures of organisms help them to perform life's functions? 2. What is the difference between plant and animal cells? 3. What is the relationship among cells, tissues, organs, and organ systems? 4. How do the structure and functioning of organisms change as they grow and develop? 5. Could do I predict the movement of substances into and out of cells using what I know about osmosis and diffusion? 6. What do the chemical equations for photosynthesis and respiration look like?
Next Generation Science Standards	**MS-LS1-1** Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. **MS-LS1-2** Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. **MS-LS1-3** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. **MS-LS1-4** Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. **MS-LS1-5** Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. **MS-LS1-6** Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. **MS-LS1-7** Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. **MS-LS1-8** Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
Timing	8-9 weeks
Academic Goals/Benchmarks	Students will be able to: • Find or develop evidence that all living things are made of cells. • Identify key parts of a cell and tell each one's role in the cell function • Understand that cells form tissues and tissues form organs that specialize in a particular body function • Identify the key function and purpose of the circulatory, excretory, digestive, respiratory, muscular, and nervous systems • Identify behaviors that affect animal and plant reproduction • Find and identify environmental and genetic factors that affect growth organisms • Understand that each time molecules are broken apart, energy is produced.
Assessments	Teacher observation, class participation, tests, lab reports, performance assessment

Life Science – Ecosystems: Interactions, Energy, and Dynamics	
Essential Questions	1. How does a system of living and non-living things operate to meet the needs of the organisms in an ecosystem? 2. How and why do organisms interact with their environment, and what are the effects of these interactions? 3. How can recognizing and understanding feedback and patterns help you figure out what's going on in the Earth System?
Next Generation Science Standards	**MS-LS2-1** Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. **MS-LS2-2** Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. **MS-LS2-3** Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. **MS-LS2-4** Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. **MS-LS2-5** Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Recognize and identify relationships and patterns that affect organism growth and interactions in ecosystems • Describe the flow of energy into and out of ecosystems • Use patterns in data to make inferences about changes in populations • Evaluate different design solutions for maintaining ecosystems
Assessments	Teacher observation, class participation, tests, lab reports, performance assessment

Earth and Space Sciences – Earth's Systems	
Essential Questions	1. Why does the Earth look the way it does? 2. How does the interaction of air, water, and earth shape the surface? 3. What can we learn about geologic history from examining Earth's rock record? 4. What drives plate tectonics and what happens as plates pull apart or collide?
Next Generation Science Standards	**MS-ESS2-1** Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. **MS-ESS2-2** Construct an explanation based on evidence for how geosciences processes have changed Earth's surface at varying time and spatial scales. **MS-ESS2-3** Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and sea floor structures to provide evidence of the past plate motions.
Timing	3-4 weeks
Academic Goals/Benchmarks	Students will be able to: • Identify different processes that act together to form minerals and rocks on the Earth • Identify geosciences processes that shape geographic features • Interpret data on rock and fossil types at different locations on Earth
Assessments	Teacher observation, class participation, tests, lab reports, performance assessment

Earth and Space Sciences – Earth and Human Activity	
Essential Questions	1. Why does the Earth's surface look the way it does? 2. How do humans change the Earth's surface?
Next Generation Science Standards	**MS-ESS3-1** Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and ground water resources are the result of past and current geosciences processes. **MS-ESS3-2** Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
Timing	3-4 weeks
Academic Goals/Benchmarks	Students will be able to: • Determine how the distribution of resources are changing because of humans • Identify the resources that are limited and non-renewable • Recognize how natural hazards may predict some catastrophic events and how some events are not yet predictable
Assessments	Teacher observation, class participation, tests, lab reports, performance assessment

Physical Science – Matter and its Interactions	
Essential Questions	1. How does the atomic and molecular structure of a substance determine how it will change during a chemical reaction? 2. How does thermal energy move around, heating and cooling objects and places? 3. What effect does thermal energy have on substances?
Next Generation Science Standards	**MS-PS1-1** Develop models to describe the atomic composition of simple molecules and extended structures. **MS-PS1-2** Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. **MS-PS1-3** Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. **MS-PS1-4** Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. **MS-PS1-5** Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. **MS-PS1-6** Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.
Timing	5-6 weeks
Academic Goals/Benchmarks	Students will be able to: • Develop models of molecules (including digital models) that vary in complexity and show how thermal energy changes solids, liquids, and gases • Determine if a chemical reaction has occurred when substances interact by analyzing data on the properties of those substances • Recognize how natural resources undergo a chemical process to form synthetic materials • Make models or drawings (including digital) to represent change in atoms
Assessments	Teacher observation, class participation, tests, lab reports, performance assessment

Grade 7 Science – Unit Plan – From Molecules to Organisms: Animals

	Week 1	Week 2	Week 3	Week 4
Essential Questions	1. How do the structures of organisms help them to perform life's functions? 2. What is the difference between plant and animal cells?	1. How do the structures of organisms help them to perform life's functions? 2. What is the relationship among cells, tissues, organs, and organ systems?	1. How do the structures of organisms help them to perform life's functions? 2. What is the relationship among cells, tissues, organs, and organ systems? 3. How do the structure and functioning of organisms change as they grow and develop?	How do the structure and functioning of organisms change as they grow and develop?
Standards	MS-LS1-1, MS-LS1-2	MS-LS1-1, MS-LS1-2, MS-LS-1-3, MS-LS1-8	MS-LS1-3, MS-LS1-5, MS-LS1-8	MS-LS1-5, MS-LS1-8
Lesson Plan Title(s)	Cells and Living Things Using the Microscope to Study Cells Cells and Cell Structure	Human Body Cells and Tissues Human Body Organs & Systems (circulatory, respiratory, digestive, excretory, nervous, muscular)	Human Body Organs & Systems (circulatory, respiratory, digestive, excretory, nervous, muscular)	Cell Reproduction Tissue & Organ Development Maintaining Healthy Organ Systems
Activities	Animal cell picture with parts identified Plant cell picture with parts identified View human cells under the microscope Identify different kinds of cells	Cell Reproduction Show how cells join to form tissues, organs, and systems in the human body Human Body scale (or digital) drawing – add key parts of each major system as they are identified and discussed	Human Body scale (or digital) drawing – add key parts of each major system as they are identified and discussed	Show how cells reproduce when lost or damaged Identify how each system of the human body changes as they grow and develop
Assessments	Teacher observation, lab reports, drawings/pictures	Teacher observation, human systems project, quiz	Teacher observation, human systems project	Teacher observation, unit assessment
Needed materials	Microscope (per 2-3 students), cell drawings (or computers so students can create digital drawings)	Presentation on human cells, organs, and systems; large white paper for human body drawing (or computers)	Presentation on human cells, organs, and systems; large white paper for human body drawing (or computers)	Videos that show cell reproduction and growth changes

Grade 7 Science – Lesson Plan – Animal Cells

Objectives/Goals	• Recognize that all living things are made of cells. • Name and describe the function of animal cells • Draw and label a picture of animal cells. • Recognize the huge variations in cell size, shape, structure, and function
Materials/Environment	Video or picture of animal cells (http://quizlet.com/8258737/cell-organelles-with-pictures-flash-cards/), presentation on parts of the cell, cell drawing (or computer for digital drawing)
Procedure	1. Start class by having students share what they know about animal cells, using cells in the human body as a reference. 2. Use videos (http://www.teachertube.com/video/introduction-to-animal-cells-348326) or real-life pictures to show students pictures of animal cells. Have students tell you what they see and notice. Emphasize both the diversity of different cell shapes and sizes and also how all cells share certain features. 3. Show (http://www.teachertube.com/video/the-parts-of-a-cell-269737) and describe each part of an animal cell and its function. Have students take notes and include each part in the vocabulary list. 4. Have students work together to create a hard copy or digital drawing of a cell with key parts labeled. 5. Monitor the student progress and performance as they work together. 6. Collect the drawings to check students' understanding of the cell and its parts in preparation for a quiz in a day or two.
Assessment	Cell drawing, cell quiz
Differentiation Strategies	**Remedial** – Give these students a template of an animal cell and have them fill in the parts. **Accelerated** – Have these students work together to create a digital drawing of a cell and its parts.
Reflection	Gather students back to the whole group after the activity to discuss what they learned about cells and how they help animals grow.

Grade 7 Social Studies – Curriculum Map

Unit 1 – Fall of Rome	
Essential Questions / Big Ideas	1. Does power equal influence? 2. How do empires become powerful and influential? 3. What internal and external factors lead to the downfall of empires? 4. What remains or lives on after an empire falls/declines? 5. Were the primary reasons for the fall of Rome?
Standards	RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources RH 6-8.2 Determine the central ideas; provide an accurate summary of the source RH 6-8.4 Determine the meaning of words and phrases RH 6-8.9 Analyze the relationship between a primary and secondary source on the same topic. W 6-8.1 Write arguments focused on discipline-specific content. W 6-8.2 Write informative/explanatory texts, including the narration of historical events W 6-8.4 Produce clear and coherent writing appropriate to task, purpose, and audience. W 6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting SL 7.1 Engage effectively in a range of collaborative discussions SL 7.6 Adapt speech to a variety of contexts and tasks
Timing	4 weeks
Academic Goals/Benchmarks	Students will be able to: • Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news). • Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. • Distinguish fact from opinion in historical narratives and stories. • Assess the credibility of primary and secondary sources and draw sound conclusions from them. • Explain the central issues and problems from the past.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion. Write an informational or expository essay proving how Rome exemplifies the idea that an empire lives on even after its fall.

Unit 2 – Islam	
Essential Questions / Big Ideas	1. How important is religion in our lives? 2. How does religion and cultural diffusion shape society? 3. How do belief systems unify and create a new identity for people? 4. What are different ways that belief systems grow and spread? 5. How does the interaction between people and belief systems solidify and change beliefs? 6. Why did Islam spread so quickly?
Standards	RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources RH 6-8.2 Determine the central ideas; provide an accurate summary of the source RH 6-8.4 Determine the meaning of words and phrases RH 6-8.9 Analyze the relationship between a primary and secondary source on the same topic. W 6-8.1 Write arguments focused on discipline-specific content. W 6-8.2 Write informative/explanatory texts, including the narration of historical events W 6-8.4 Produce clear and coherent writing appropriate to task, purpose, and audience. W 6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting SL 7.1 Engage effectively in a range of collaborative discussions SL 7.6 Adapt speech to a variety of contexts and tasks
Timing	4 weeks
Academic Goals/Benchmarks	Students will be able to: • Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity. • Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life. • Students distinguish fact from opinion in historical narratives and stories. • Assess the credibility of primary and secondary sources and draw sound conclusions from them. • Explain the central issues and problems from the past.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion .Create a mock interview of Muhammad. Interview presentation.

Unit 3 – - Sub-Saharan Africa

Essential Questions / Big Ideas	1. Do others affect the way we live and think? 2. How is Africa a continent of great geographic contrasts? 3. How are people within a community related in different ways? 4. How do communities use their skills and resources to build empires? 5. How are the culture and traditions of a civilization preserved and spread?
Standards	RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources RH 6-8.2 Determine the central ideas; provide an accurate summary of the source RH 6-8.4 Determine the meaning of words and phrases RH 6-8.9 Analyze the relationship between a primary and secondary source on the same topic. W 6-8.1 Write arguments focused on discipline-specific content. W 6-8.2 Write informative/explanatory texts, including the narration of historical events W 6-8.4 Produce clear and coherent writing appropriate to task, purpose, and audience. W 6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting SL 7.1 Engage effectively in a range of collaborative discussions SL 7.6 Adapt speech to a variety of contexts and tasks
Timing	4 weeks
Academic Goals/Benchmarks	Students will be able to: • Analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa. • Study the Niger River and the relationships of vegetation zones of forest, savannah, and desert to trade in gold salt, food, and slaves; and the growth of Ghana and Mali Empires. • Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. • Describe the importance of written and oral traditions in the transmission of African history and culture. • Research, Evidence, and Point of View • Distinguish fact from opinion in historical narratives and stories. • Assess the credibility of primary and secondary sources and draw sound conclusions from them. • Explain the central issues and problems from the past.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion. Create a newspaper page with articles that address each of the essential questions.

Unit 4 – China in the Middle Ages	
Essential Questions / Big Ideas	1. Do leaders help or hurt? 2. How do belief systems influence people's way of life? 3. How do rulers shape present and future civilizations? 4. How are lasting effects of rulers reflected in a society? 5. Should we celebrate the voyages of Zheng He?
Standards	RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources RH 6-8.2 Determine the central ideas; provide an accurate summary of the source RH 6-8.4 Determine the meaning of words and phrases RH 6-8.9 Analyze the relationship between a primary and secondary source on the same topic. W 6-8.1 Write arguments focused on discipline-specific content. W 6-8.2 Write informative/explanatory texts, including the narration of historical events W 6-8.4 Produce clear and coherent writing appropriate to task, purpose, and audience. W 6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting SL 7.1 Engage effectively in a range of collaborative discussions SL 7.6 Adapt speech to a variety of contexts and tasks
Timing	5-6 weeks
Academic Goals/Benchmarks	Students will be able to: • Analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages. • Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism. • Describe agricultural, technological, and commercial developments during the Tang and Sung periods. • Trace the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder. • Describe the development of the imperial state and the scholar-official class. • Research, Evidence, and Point of View • Distinguish fact from opinion in historical narratives and stories. • Assess the credibility of primary and secondary sources and draw sound conclusions from them. • Explain the central issues and problems from the past.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion. Presentation describing what social, political, and technological advances came from it.

Unit 5 - Medieval Japan	
Essential Questions / Big Ideas	1. What makes an idea everlasting? 2. What contributes to the advancement of civilizations? 3. How do internal and external conflicts affect civilizations? 4. Samurai and Knights: are the similarities greater than the differences?
Standards	RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources RH 6-8.2 Determine the central ideas; provide an accurate summary of the source RH 6-8.4 Determine the meaning of words and phrases RH 6-8.9 Analyze the relationship between a primary and secondary source on the same topic. W 6-8.1 Write arguments focused on discipline-specific content. W 6-8.2 Write informative/explanatory texts, including the narration of historical events W 6-8.4 Produce clear and coherent writing appropriate to task, purpose, and audience. W 6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting SL 7.1 Engage effectively in a range of collaborative discussions SL 7.6 Adapt speech to a variety of contexts and tasks
Timing	4 weeks
Academic Goals/Benchmarks	Students will be able to: • Analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan. • Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan. • Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and • Samurai and the lasting influence of the warrior code in the twentieth century. • Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today. • Distinguish fact from opinion in historical narratives and stories. • Assess the credibility of primary and secondary sources and draw sound conclusions from them. • Explain the central issues and problems from the past.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion. Analyze how Japan's geographic location enabled them to both borrow and create new ideas to form its own unique culture. Present findings in the form of an essay or short multi-media presentation.

Unit 6 - - Water Is Life	
Essential Questions / Big Ideas	1. How important is keeping order? 2. How do civilizations adapt and change after conflict? 3. What impact did feudalism have on Medieval Europe? 4. How does religion play an important role in shaping civilizations? 5. Samurai and Knights: were the similarities greater than the differences?
Standards	RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources RH 6-8.2 Determine the central ideas; provide an accurate summary of the source RH 6-8.4 Determine the meaning of words and phrases RH 6-8.9 Analyze the relationship between a primary and secondary source on the same topic. W 6-8.1 Write arguments focused on discipline-specific content. W 6-8.2 Write informative/explanatory texts, including the narration of historical events W 6-8.4 Produce clear and coherent writing appropriate to task, purpose, and audience. W 6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting SL 7.1 Engage effectively in a range of collaborative discussions SL 7.6 Adapt speech to a variety of contexts and tasks
Timing	5-6 weeks
Academic Goals/Benchmarks	The students will be able to: • Analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. • Understand the development of feudalism and how feudal relationships provided the foundation for economic and political order. • Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs. • Discuss the causes and course of the religious Crusades and their effects on the Christians, Muslim, and Jewish populations. • Map the spread of the bubonic plague and describe its impact on global population. • Understand the importance of the Catholic Church as a political, intellectual, and aesthetic institution. • Research, Evidence, and Point of View • Assess the credibility of primary and secondary sources and draw sound conclusions from them. • Explain the central issues and problems from the past.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion. Write a 1st person evaluation from the perspective of a lord/lady, knight or peasant of manorial life, including daily roles and responsibilities, the importance of the church, and the effectiveness of the system in keeping order.

B.

	7th grade Unit Plan Sub-Saharan Africa					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Essential Questions/Big Ideas	Do others affect the way we live and think? How is Africa a continent of great geographic contrasts? How are people within a community related in different ways? How do communities use their skills and resources to build empires? How are the culture and traditions of a civilization preserved and spread?	Do others affect the way we live and think? How is Africa a continent of great geographic contrasts? How are people within a community related in different ways? How do communities use their skills and resources to build empires? How are the culture and traditions of a civilization preserved and spread?	Do others affect the way we live and think? How is Africa a continent of great geographic contrasts? How are people within a community related in different ways? How do communities use their skills and resources to build empires? How are the culture and traditions of a civilization preserved and spread?	Do others affect the way we live and think? How is Africa a continent of great geographic contrasts? How are people within a community related in different ways? How do communities use their skills and resources to build empires? How are the culture and traditions of a civilization preserved and spread?	Do others affect the way we live and think? How is Africa a continent of great geographic contrasts? How are people within a community related in different ways? How do communities use their skills and resources to build empires? How are the culture and traditions of a civilization preserved and spread?	Do others affect the way we live and think? How is Africa a continent of great geographic contrasts? How are people within a community related in different ways? How do communities use their skills and resources to build empires? How are the culture and traditions of a civilization preserved and spread?
Standards For unit	RH 6-8.1 RH 6-8.2 RH 6-8.4 RH 6-8.9 W 6-8.1 W 6-8.2	RH 6-8.1 RH 6-8.2 RH 6-8.4 RH 6-8.9 W 6-8.1 W 6-8.2	RH 6-8.1 RH 6-8.2 RH 6-8.4 RH 6-8.9 W 6-8.1 W 6-8.2	RH 6-8.1 RH 6-8.2 RH 6-8.4 RH 6-8.9 W 6-8.1 W 6-8.2	RH 6-8.1 RH 6-8.2 RH 6-8.4 RH 6-8.9	RH 6-8.1 RH 6-8.2 RH 6-8.4 RH 6-8.9

	W 6-8.4 W 6-8.5 SL 7.1 SL 7.6	W 6-8.4 W 6-8.5 SL 7.1 SL 7.6	W 6-8.4 W 6-8.5 SL 7.1 SL 7.6	W 6-8.4 W 6-8.5 SL 7.1 SL 7.6	W 6-8.1 W 6-8.2 W 6-8.4 W 6-8.5 SL 7.1 SL 7.6	W 6-8.1 W 6-8.2 W 6-8.4 W 6-8.5 SL 7.1 SL 7.6
Lesson plan titles Weeks 1-6	Culture: Characteristics and Principles (2 Weeks)	Culture: Characteristics and Principles (2 Weeks)	The Influence of Geography and Trade	Kingdom of Mali: Two Cultures, One King	African Cultures Past	Defining National Cultures Today
Activities	The Principles of Culture are introduced after a comparison of modern culture to the past artifacts from the pre-assessment. Through making connections to their own experiences and by reading observations of Peace Corps volunteers, students show their knowledge of the Principles of Culture. Student learn: African nations are pluralistic societies with many different cultures. understanding culture requires	The Principles of Culture are introduced after a comparison of modern culture to the past artifacts from the pre-assessment. Through making connections to their own experiences and by reading observations of Peace Corps volunteers, students show their knowledge of the Principles of Culture. Student learn: .African nations are pluralistic societies with many different cultures. understanding culture requires	Students make predictions about the influence of geography on the development of regional African cultures. A trade simulation builds geographic knowledge and introduces the power of cultural diffusion. Students learn: human and physicalgeographic characteristics of the African continent. how trade extended across the continent and connected to routes in the Middle East and India in the middle ages. how cultural diffusion affected African	Students compare traditional West African culture and Islamic West African culture in the 1300s to answer the question, "Was Mali an Islamic Kingdom?" Students learn that: traditional African cultures with strong kinship ties thrived in rural villages.Islamic culture was most readily adopted in trading cities but differed from rural life.Mansa Musa, a king of Mali, promoted the spread of Islamic culture, yet allowed traditional culture to remain as well.	Students examine the development of African societies and how they were changed by cultural diffusion. Students research: The Kingdom of Songhai, Swahili city-states, Great Zimbabwe, Kingdom of Kongo. the impact of North African aggression and coastal trade with Europeans, including the	Students analyze modern conflicts in Africa to understand how different cultural identities within a pluralistic society may make the formation of a common national identity difficult. Students examine: • South Africa, Zimbabwe, and Nigeria how past colonial

	multiple perspectives and avoidance of stereotype.	multiple perspectives and avoidance of stereotype.	societies as a result of trade.		spread of guns, expanded slave trade, and increased division and conflict within African kingdoms.	practices contributed to ethnic division and tension. efforts being made today to form a common national identity shared by all cultural groups.
Assessments	Performance and learning tasks; group discussion.	Performance and learning tasks; group discussion.	Quizzes reader's response journals	Quizzes	Create a newspaper page with articles that address each of the essential questions.	End of Unit Assessment

C.

	Lesson Plan
Title	Africa
Objectives/Goals	Students identify the empires of West Africa (ie. Ghana, Mali, Songhai). They should include trans-Saharan trade routes, the imports and exports of the region. Students should include a key with their maps. Students will identify the resources that drove trade in West Africa. Students will locate and draw trans-Saharan trade routes.
Materials/Environment	The teacher may bring in primary and secondary sources (e.g. images of people and places, maps – including a map comparing Africa to other countries in the world; and graphs and charts – Gross Domestic Product, education

	requirements, healthcare, life expectancy, etc.) for a gallery walk so that students can activate their background knowledge of and reveal possible misconceptions about African geography and society.
Procedure	Students can research the cultural achievements of West Africa and the influence of Muslim merchants through a webquest. Students can bring in items such as extra school supplies, books, candy, etc. to trade with their classmates. Students can make comparisons to the modern economy. Students should write an evaluation of the barter activity. Students should describe how bartering works, what are the benefits and drawbacks of a barter economy? Trace the early development of societies in West Africa and the rise, accomplishments, and decline of early West African empires.
Assessment	Students will write a brief reflection comparing their misconnections about Africa to their new knowledge about African geography and societies.
Differentiation Strategies	Students may work in pairs to identify early empires/kingdoms in Africa http://asdk12.org/Middlelink/LA/writing/StepUp/Accordion_Paragraph.pdf (Accordion Paragraph Handout)
Reflection	1. What went well in this lesson? Why? 2. What problems did I experience? Why? 3. Was it “student centered”? Should it have been? 4. What could I have done differently? 5. What did I learn from this experience that will help me in the future?

Grade 7 Visual and Performing Arts – Curriculum Map

Unit 1 – Music Theory	
Essential Questions / Big Ideas	1. What elements make up the composition, conducting, and performance of music? 2. What are the differences between written and performed music? 3. What are the differences between and among different types of musical notation? 4. What are the primary purposes of different types of music and musical notation? 5. What elements make up traditional music versus music in a varied repertoire?
Standards	**25.A.3c Music:** Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando) **26.A.3d Music:** Read and interpret traditional music notation in a varied repertoire. **26.A.3c Music:** Describe the processes involved in composing, conducting, and performing. **26.A.4d Music:** Demonstrate the ability to read written notation for a vocal or instrumental part. **27.A.3b:** Compare and contrast how the arts function in ceremony, technology, politics, communication, and entertainment. **27.B.3:** Know and describe how artists and their works shape culture and increase understanding of societies, past and present.
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to: • Identify and utilize different types of musical notation in composing, conducting, and performing musical pieces. • Use charts to determine the rhythm, meter, and beats in music. • Define and delineate the varied types of traditional and nontraditional music. • Recognize, identify, and use musical elements when listening to performing, and creating pieces of music.
Assessments	Performance activities, quizzes, videos, audio pieces, games, formative and summative assessments

Unit 2 – Music Appreciation	
Essential Questions / Big Ideas	1. What are the primary ways music has grown, evolved, and changed over the years, decades, and centuries? 2. What is the impact of technology and society on musical composition and performance? 3. What are the distinguishing features, characteristics, and elements of different types of music from different societies, cultures, and time periods? 4. What are the similarities and differences between and among different types of music from different societies, cultures, and time periods? 5. What have been and continue to be the primary influences of non-Western cultures on Western music?
Standards	**25.A.3c Music:** Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando) **26.A.3d Music:** Read and interpret traditional music notation in a varied repertoire. **26.A.3c Music:** Describe the processes involved in composing, conducting, and performing. **26.A.4c Music:** Analyze ways in which musical sounds are produced and how they are used in composing, conducting, and performing. **26.A.4d Music:** Demonstrate the ability to read written notation for a vocal or instrumental part. **26.B.3c Music:** Sing or play with expression and accuracy a variety of music representing diverse cultures and styles. **27.A.3a:** Identify and describe careers and jobs in and among the arts and how they contribute to the world of work. **27.A.3b:** Compare and contrast how the arts function in ceremony, technology, politics, communication, and entertainment. **27.B.3:** Know and describe how artists and their works shape culture and increase understanding of societies, past and present.
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to: • Recognize and identify the societal, cultural, technological, and historical influences on traditional and nontraditional music from varied repertoires. • Compare and contrast musical styles, elements, genres, and types from different cultures and time periods. • Define and articulate the basics of tonality in a variety of musical styles. • Relate clearly delineated artistic periods to the evolution of musical styles, genres, and instruments.
Assessments	Performance activities, quizzes, videos, audio pieces, games, formative and summative assessments

Unit 3 – Art History	
Essential Questions / Big Ideas	1. What defining characteristics, elements, and features make up a time period as it relates to artistic technique and expression? 2. What notable artistic contributions arose from major historical time periods? 3. What societal, cultural, religious, and technological influences can be found in notable works of art from diverse time periods? 4. What does it mean to appreciate art, and how does appreciation relate to understanding?
Standards	**25.A.3d Visual Arts:** Identify and describe the elements of value, perspective, and color schemes; the principles of contrast, emphasis, and unity; and the expressive qualities of thematic development and sequence. **25.A.3e Visual Arts:** Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology. **25.B.3.** Compare and contrast the elements and principles in two or more art works that share similar themes. **26.A.3e Visual Arts:** Describe how the choices of tools/technologies and processes are used to create specific effects in the arts. **26.B.3d Visual Arts**: Demonstrate knowledge and skills to create 2- and 3- dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative. **27.A.3a:** Identify and describe careers and jobs in and among the arts and how they contribute to the world of work. **27.A.3b:** Compare and contrast how the arts function in ceremony, technology, politics, communication, and entertainment. **27.B.3:** Know and describe how artists and their works shape culture and increase understanding of societies, past and present.
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to: • Identify and define the characteristics and elements of visual art from specific cultures, societies, religions, and time periods. • Compare and contrast artistic forms and works of visual art. • Understand the relationship between artistic expression and art appreciation.
Assessments	Performance activities, quizzes, videos, visual pieces, games, formative and summative assessments

Unit 4 – Art Throughout the World	
Essential Questions / Big Ideas	1. What similarities and differences can be found between and among artistic works from India, Asia, the South Pacific, and Australia? 2. What links and relationships exist between art and the major world religions? 3. What cultural, societal, and geographical contributions have been made to the world's diverse visual art forms?
Standards	**25.A.3d Visual Arts:** Identify and describe the elements of value, perspective, and color schemes; the principles of contrast, emphasis, and unity; and the expressive qualities of thematic development and sequence. **25.A.3e Visual Arts:** Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology. **25.B.3.** Compare and contrast the elements and principles in two or more art works that share similar themes. **26.A.3e Visual Arts:** Describe how the choices of tools/technologies and processes are used to create specific effects in the arts. **26.B.3d Visual Arts**: Demonstrate knowledge and skills to create 2- and 3- dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative. **27.A.3a:** Identify and describe careers and jobs in and among the arts and how they contribute to the world of work. **27.A.3b:** Compare and contrast how the arts function in ceremony, technology, politics, communication, and entertainment. **27.B.3:** Know and describe how artists and their works shape culture and increase understanding of societies, past and present.
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to: • Identify the geographical locations of India, Asia, the South Pacific, and Australia. • Compare and contrast visual art forms from diverse areas of the world. • Recognize and analyze the societal, cultural, religious, and geographical elements in the world's major art forms.
Assessments	Performance activities, quizzes, videos, visual pieces, games, formative and summative assessments

Grade 7 Visual and Performing Arts – Unit Plan – Introduction to Music Theory & Musical Notation

	Week 1	Week 2	Week 3	Week 4	Week 5
Essential Questions	How can you associate the placement of your palms and fingers on the 5-line treble and bass staves? How can you memories and identify notes on a 5-line staff?	How can you identify music on the Grand Staff? How can you outline measures, bar lines and bar lines and implement time signatures?	How long do you play/sing notes? How do you count the durations of each note within a measure?	How can you use multiple time signatures in a musical line? How can you identify the formula and shape of major and minor scales?	How can you identify major and minor keys on the treble and bass clef? How can you apply accidentals to musical lines?
Standards	26.A.3d	26.A.3c, 26.A.3d	26.A.3c, 26.A.3d, 26.A.4c, 26.A.4d, 26.B.3c	26.A.3c, 26.A.3d, 26.A.4c, 26.A.4d, 26.B.3c	26.A.3c, 26.A.3d, 26.A.4c, 26.A.4d, 26.B.3c
Lesson Plan Title(s)	Introduction to Music Theory The Treble Clef The Bass Clef	The Grand Staff Simple Time Signatures Compound Time Signatures	Note Durations Rest Durations Dots and Ties	Measures The Major Scale The Minor Scale	The Circle of Fifths Key Signatures: Flats Key Signatures: Sharps
Activities	Have students associate the placement of their palm and fingers on the 5-line treble and bass staves. Have students trace their hands and use the new 5-line hand staff to create acronyms to memorize and identify notes on each staff.	Using the hand staves created in the previous week, have students identify the names of notes on the treble, bass, and grand staves. To identify, practice, and apply simple and compound time signatures, have students section off bar lines on the staff. Each measure will be worth the prescribed number of beats. Have students use coated chocolate candies to place on the staff as large “beats.”	Have students learn about and review the hierarchy of note values and break down note values as a class. Have students create rhythmic chants to represents sounds on single beats. Have students divide paper pizzas in cooperation with lengths of note values (i.e. – whole pizza, half pizza, quarter pizza, eighth slices, sixteenth slices, etc.)	Have students use paper to section off bar lines/measures. Students will then write time signatures and fill in beats/rhythms to complete musical values. Using photocopies of the piano keyboard, have students compare the notes performed in a major scale with the keys required on a keyboard. Have students listen to this sound performed in a video.	Have students briefly review previous learning about major and minor scales, key signatures, and placement of notes on the treble and bass clefs. Students will then apply this previous knowledge to the Circle of Fifths wheel. Have students listen to a performance of a major scale sung in a comfortable singing range. Students may sing along and identify the “home pitch” or root.

				Have students follow along to major and minor scale posters and listen as the scale is played. Students should note where half steps (steps 3 and 4; 7 and 8) occur.	Have students review a photocopy of “Yankee Doodle” in C major starting on G. Students will then identify the word *pony* as sounding “wrong” or “incorrect.” Show students the use of F sharp as a musical accidental.
Assessments	Learning tasks, exit slips, group assessments, hand staff creations	eSchoolware assessments, teacher observations of student notes on the staffs	Creating rhythmic chants as individuals and collaboratively, subdividing the whole note into smaller beats by comparing them to sizes of pizza slices	Identifying the formula for major and minor scales, recognizing whole and half step placements, listening to and recognizing examples of major and minor scales as they are performed	Identifying and comparing sounds of major and minor scale formulas, recognizing incorrect sounds in music, applying accidental “F sharp” of a melody
Needed materials	Blank pieces of paper, markers, reproductions of the staff	Copies of hand staves, pencils, markers, coated chocolate candies	Blank sheets of paper, pencils or markers, photocopies of a pizza pie, copy of “Hierarchy of Note Values”	Photocopies of a piano keyboard, real keyboard (if available), video and audio recordings of major and minor scales plated on various instruments and sung by various voices	Photocopies of Circle of Fifths, major scales, minor scales, photocopies of “Yankee Doodle” in C major, pencils

Grade 7 Visual and Performing Arts – Lesson Plan – Introduction to Music Theory and Musical Notation (Musical Staff, Treble, and Bass Clefs)

Objectives/Goals	In reading, writing, singing, and practicing, students will be able to identify the components of the musical staff, identify the names and placements of notes on the Treble and Bass Clef, and use these concepts to identify notes within a real-world musical manuscript.
Materials/Environment	Laptop or desktop computers for eSchoolware assessments; blank paper; markers or pencils; whiteboard and/or Promethean board, chalkboard, or projector; photocopies of songs
Procedure	1. Have students play the icebreaker game "Content 7." In this game, students arranged in a circle count from 1 to 7. The person who counts number 7 always sits down. Students may count in clusters of 1s, 1-2 or 1-2-3. The next person to count must start where the previous student left off. This game continues until all students are seated back in the circle or at their desks. This game provides a natural transition from standing to sitting for the teacher to introduce the process of the lesson: counting and naming the 7 notes of the musical alphabet and their placement of the Treble and Bass Clefs. 2. Have students watch the Instructional Video from the eSchoolware lesson for Unit 1 Lesson 1. Students may watch the entire 6-minute video or a portion (up until 1:50). 3. Provide paper and writing tools (pencils, marker, etc.) On a whiteboard, Promethean board, chalkboard, or projector, trace your own hand with the fingers spread out. Have students do the same, turning their hands sideways so a single line sticks out from each finger and the thumb pointing downward. Have the students write *E* on the first line (the thumb). This represents the bottom-most line on the Treble Clef. On the next line (the index finger), have students write *G.* On the next line (the middle finger), have students write *B.* On the next line (the ring finger), have students write *D.* The last line to be labeled on the hand/lines is the top line, or pink finger, with the letter *F.* Have students identify and pay attention to the space between the lines. Explain these spaces represent the 4 space notes on the musical staff. 4. Now that students have identified lines and spaces on their hand staves, have them create working acronyms. Present two "clefs" or symbols to identify note sets. In the Treble Clef, have students write popular and well-known examples, such as "Every Good Boy Deserves Fudge." Have students share their examples with their classmates. 5. Have students apply new knowledge of the lines and spaces in the Treble Clefs to reading musical notes in real music examples. Provide photocopies of "Mary Had a Little Lamb" in C major. Have students identify the names of the notes used in the melody. Have students complete this activity with other music with which they are familiar. Provide photocopies or visual representations of the songs if available. 6. Have students complete the eSchoolware assessments for Lessons 1, 2, and 3.
Assessment	Hand staves, nursery rhyme note recognition activity, eSchoolware assessments, Activities Workbook assessment
Differentiation Strategies	**Physical/Kinesthetic:** Icebreaker game, tracing hands on musical staff, singing familiar songs **Aural:** Instructional video, singing familiar songs with learned concepts, identifying concepts in other song examples, group collaboration **Visual:** Instructional video, hand tracing activity, group participation, singing of familiar songs, recognizing new concepts in printed copies of popular/current music examples **Written/Assessment:** Icebreaker game, hand tracing activity, creating acronyms, sharing acronyms with teacher and peers
Reflection	Replay the icebreaker game played at the beginning of the class, as a review; have students write simple tunes using the

	notes on the hand staves and share them with the class.

	Curriculum Map for 8th Grade Health
Essential Questions	• In what ways are we affected by physical and emotional changes as we mature?
Big Ideas/Content	assess the physical and emotional characteristics of puberty • compare and contrast male and female anatomies • summarize strategies to support and maintain sexual abstinence • analyze the effectiveness of birth control methods (hormonal versus barrier) • examine the risks associated with failure to use appropriate protective devices (e.g., unintended pregnancy, viral disease, bacterial disease, parasites) • synthesize research and present in final global health issue project
Common Core Standards	• *ELA: ELA.8 RI.1-10, W.8.1-10* • *Arts: 1.3.8.D.1* • *Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5* • *Social Studies: 6.3.12.C.1 21st Century Life/Careers: 9.1.8.A.1-4*
Unit title:	**Human Sexuality**
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to Identify and describe characteristics of puberty. Students will be able to Identify strategies to support and maintain sexual abstinence and effective birth control methods. Students will be able to determine the risks associated with unprotected sex (pregnancy, viral disease, STDs).
Assessments	• Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, *PowerPoint* presentations, video streaming, podcasting • Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

	Curriculum Map for 8th Grade Health
Essential Questions	• How can we strengthen our influence on others?
Big Ideas/Content	assess the diverse methods of interpersonal communication (e.g., verbal, nonverbal, electronic) • dramatize appropriate interpersonal communication strategies • examine factors that impact effective interpersonal communication (e.g., peer pressure, conflict, group mentality, self-esteem issues) • demonstrate positive communication skills (e.g., refusal, negotiation, assertiveness) • collaborate to identify a global health issue for investigation
Common Core Standards	• *ELA: ELA.8 RI.1-10, W.8.1-10* • *Arts: 1.3.8.D.1* • *Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5* • *Social Studies: 6.3.12.C.1 21st Century Life/Careers: 9.1.8.A.1-4*
Unit title:	**Effective Interpersonal Communication**
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to Identify different types of interpersonal communication. Students will be able to identify factors that impact effective interpersonal communication. Students will be able to utilize effective communication strategies. Students will be able to determine the risks associated with unprotected sex (pregnancy, viral disease, STDs).
Assessments	• Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, *PowerPoint* presentations, video streaming, podcasting • Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

	Curriculum Map for 8th Grade Health
Essential Questions	• How do societal pressures and influences affect our lifelong health?
Big Ideas/Content	investigate the use and abuse of over-the counter and prescription medications • analyze the characteristics of individuals who indulge in risky behaviors (e.g., drugs, alcohol, tobacco, unsafe sexual conduct) • discuss the legal ramifications of abusive behaviors • assess the physical, mental, and emotional effects of abusive behaviors • compare and contrast theories regarding the incidence of abusive behaviors (e.g., genetic predisposition, peer pressure, lack of strong role models) • summarize intervention strategies to eliminate high risk behaviors • create an outline of the final global health issue presentation
Common Core Standards	*ELA: ELA.8 RI.1-10, W.8.1-10* *Arts: 1.3.8.D.1 Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5* *Social Studies: 6.3.12.C.1 21st Century Life/Careers: 9.1.8.A.1-4*
Unit title:	Lifelong Health
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to Identify characteristics of individuals who indulge in risky behaviors. Students will be able to identify the legal ramifications of abusive behaviors. Students will be able to summarize intervention strategies to eliminate high risk behaviors.
Assessments	Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, *PowerPoint* presentations, video streaming, podcasting • Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

	Curriculum Map for 8th Grade Health
Essential Questions	• How can individuals collaborate to reach common goals?
Big Ideas/Content	identify the local and global purposes of rules, regulations, and policies • discuss reasons for compliance and possible noncompliance with rules • illustrate and defend personal core values and ethics • compare and contrast the values among diverse cultures • brainstorm activities that promote good character in school, the local community, and the global community • evaluate research and determine the focus of the global health issue project
Common Core Standards	*ELA: ELA.8 RI.1-10, W.8.1-10* *Arts: 1.3.8.D.1 Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5* *Social Studies: 6.1.8.A.4.a; 6.1.12.D.14.f, 6.3.12.C.1* *21st Century Life/Careers: 9.1.8.A.1-4*
Unit title:	**Character Counts**
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to Identify local and global purposes of rules, regulations and policies Students will be able to compare and contrast the values among diverse cultures Students will be able identify components of good character
Assessments	• Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, *PowerPoint* presentations, video streaming, podcasting • Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

8th Grade Unit Plan Human Sexuality

	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9
Essential Questions/Big Ideas	**What is Sexual identity including biological sex, gender, sexual orientation, and gender expression? Sexual Discrimination?**	**What is Puberty? Reproductive anatomy, reproduction? Abstinence, Birth Control & Contraceptives**	**What are risks associated with unhealthy sexual behaviors? STIs, HIV, AIDS**	**What are values? How do you make good decisions?**	**What are healthy/unhealthy dating practices?**
Standards For unit	*State Health Standard: 22.A.3a-3b* *ELA: ELA.8 RI.1-10, W.8.1-10* *Arts: 1.3.8.D.1* *Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5* *Social Studies: 6.3.12.C.1 21st Century Life/Careers: 9.1.8.A.1-4*	*State Health Standard: 22.A.3a-3b* *ELA: ELA.8 RI.1-10, W.8.1-10* *Arts: 1.3.8.D.1* *Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5* *Social Studies: 6.3.12.C.1 21st Century Life/Careers: 9.1.8.A.1-4*	*State Health Standard: 22.A.3a-3b* *ELA: ELA.8 RI.1-10, W.8.1-10* *Arts: 1.3.8.D.1* *Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5* *Social Studies: 6.3.12.C.1 21st Century Life/Careers: 9.1.8.A.1-4*	*State Health Standard: 22.A.3a-3b* *ELA: ELA.8 RI.1-10, W.8.1-10* *Arts: 1.3.8.D.1* *Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5* *Social Studies: 6.3.12.C.1 21st Century Life/Careers: 9.1.8.A.1-4*	*State Health Standard: 22.A.3a-3b* *ELA: ELA.8 RI.1-10, W.8.1-10* *Arts: 1.3.8.D.1* *Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5* *Social Studies: 6.3.12.C.1 21st Century Life/Careers: 9.1.8.A.1-4*
Lesson plan titles	**Sexual Identity** **Gender Roles** **Sexual Orientation**	**Adolescence & Puberty** **Reproduction** **Birth Control**	**Risks of Unhealthy Sexual Practices**	**Decision Making** **Refusal Skills** **Morals & Values**	**Teen Dating**
Activities	Identify types of sexual identity, biological sex vs gender identity, Define homosexual heterosexual, transsexual and other sexual orientations Gender Equality Pair Activity & Group Discussion Sexual Discrimination research project Learn of local resources available	Take Contraceptives/Birth Control, Human Sex Pre Quiz Differentiate between the types of birth control Identify methods which help prevent or reduce risks of STDs Discuss teen pregnancy and the challenges faced by teen parents Planned Parenthood Presentation Contraceptives Group Research Project	Review risks associated with unprotected sex Review STDs, STI's, HIV/AIDS Watch Straight Talk the Truth about STDS Video Global Research on STD's/HIV/AIDS and PPT	Define morals , values and ethics Learn difference between good decision making vs bad decision making Watch Making Winning Decisions for Teens Video Mock Trial to determine Good Judgments vs Bad Judgments	Review statistics on teen dating Learn Healthy Dating vs Unhealthy Dating traits Research statistics on teen date rape Research statistics on teen domestic violence Teen Dating Article Summary and Presentation
Assessments	Research Paper Electronic Journal	Group Research Project Electronic Journal	PPT Electronic Journal	Closing Arguments Writing Assignment and Presentation Electronic Journal	assimilate knowledge of human sexuality in an authentic presentation (e.g., advice column, group presentation, poster, skit)

	Lesson Plan
Title	**Sexually Transmitted Diseases**
Objectives/Goals	Students will be able to: • Name at least three STDs • List two of the four common, early symptoms of STDs and explain that STDs may be asymptomatic • List two of the three critical health behaviors that should follow a suspicion of infection • State that some STDs are life-threatening and others can have serious consequences 5. List at least two effective ways of reducing one's STD risk • Name the two STDs that can be prevented by getting vaccinated.
Materials/Environment	• Sexually Transmitted Disease Reference Sheet Classroom • signs on pages 14 and 15 (laminated, if possible, for use multiple class periods, and cut into separate signs) • • Cards on page 16 (cut and taped onto separate index cards)
Procedure	• Explain the relevance of the lesson and how it relates to what you have studied so far • Ask students to brainstorm all the STDs about which they have heard. Write these on the board or on an overhead sheet • Explain that you want you people to guess some things about STDs even if they don't know for sure. • Post the first three signs taped around the room with as much space between them as possible: "Life threatening", "Serious consequences", and "No serious consequences." • Explain to class that "life threatening" means the disease could end in death, "serious consequences" means significant illness is possible, like cancer and increased susceptibility to HIV, or that the disease could do permanent damage to your body so you might not be able to have children or you might have pain for the rest of your life, and "no serious consequences" means that there might be unpleasant symptoms but the disease doesn't do permanent harm. • Ask for volunteers to come to the front of the class. • Give each student a card with the name of an STD on it and ask them to hold it so others can read it. • Tell students with the cards to stand near the sign they think their disease goes with. • Take down the signs and replace with two signs: "curable" and "not curable." Tape these at opposite ends of the room. • Ask the same students to go to the sign they think their disease fits under. • Take down the old signs and replace with: "Always have symptoms" and "Often DON'T have symptoms." Explain that symptoms are the visible signs that you have a disease. Sneezing may be a symptom of a cold. Say, "When a disease has no symptoms, it is called asymptomatic, and you can still spread it to others and get it from others. Sores, itching, and discharge may be symptoms of STDs." • Ask the same students to go to the sign they think their disease fits under. • Take down the old signs and replace with two signs: "Condoms are very effective at preventing" and "Condoms might not cover the place on the body that was infected." Tape these at opposite ends of the room. Explain that abstinence (from oral, anal and vaginal intercourse) protects from all diseases almost 100% of the time … that is, assuming no needle sharing, and not counting things like public lice that can be passed on bedding. After, abstinence, the next best protection is condoms. Ask the same students to go to the sign they think their disease fits under. • Hand out the STD Reference Sheet
Assessment	STD Reference Sheet STD Quiz
Differentiation Strategies	Have a list of key definitions or terms to provide for students.

	Have step by step group instructions listed and provide to each for students that require.
Reflection	1. What went well in this lesson? Why? 2. What problems did I experience? Why? 3. Was it “student centered”? Should it have been? 4. What could I have done differently? 5. What did I learn from this experience that will help me in the future?

Grade 8 Mathematics – Curriculum Map

Unit 1 – Transformations, Congruence, and Similarity	
Essential Questions / Big Ideas	1. How can a coordinate plane help students understand properties of reflections, translations, and rotations? 2. What is a dilation and how does this transformation affect a figure? 3. How can I tell if two figures are similar or congruent? 4. What special angles and segment relationships occur when a transversal cuts through parallel lines?
Standards	**8.G.1** Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines. **8.G.2** Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. **8.G.3** Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates. **8.G.4** Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. **8.G.5** Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Apply their understanding of the effect of geometric transformation(s) on a figure or shape. • Describe how two figures or shapes are congruent or similar • Recognize that two shapes are similar if the lengths of all the corresponding sides are proportional and all the corresponding angles are congruent • Find congruent angles when parallel lines are cut by a transversal.
Assessments	Performance and learning tasks; daily exit slips; unit assessment

Unit 2 – Exponents	
Essential Questions / Big Ideas	1. How can I apply the properties of integer exponents to generate equivalent numerical expressions? 2. How can I represent very small and large numbers using integer exponents and scientific notation? 3. What are some applications of scientific notation? 4. What is the difference between rational and irrational numbers? 5. What strategies can I use to create and solve linear equations with one solution, infinitely many solutions, or no solutions?
Standards	**8.EE.1** Know and apply the properties of integer exponents to generate equivalent numerical expressions. **8.EE.2** Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational. **8.EE.3** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. **8.EE.4** Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. **8.EE.7** Solve linear equations in one variable. **8.EE.7a** Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x=a$, $a=a$, or $a=b$ results (where a and b are different numbers). **8.EE.7b** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. **8.NS.1** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. **8.NS.2** Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2).
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Use exponents to represent very large or very small numbers. • Recognize that square roots can be rational or irrational. • Recognize that an irrational number is a real number that cannot be written as a ratio of two integers. • Use properties of integer exponents to generate equivalent numerical expressions.
Assessments	Performance and learning tasks; daily exit slips; unit assessment

Unit 3 – Geometric Application of Exponents	
Essential Questions / Big Ideas	1. How can the Pythagorean Theorem be used to find the missing side length of a right triangle? 2. How can the Pythagorean Theorem be used to solve problems? 3. How does the change in radius or height affect the volume of a cylinder, cone, or sphere? 4. How do I simplify and evaluate algebraic equations involving integer exponents, square, or cubed root?
Standards	**8.G.6** Explain a proof of the Pythagorean Theorem and its converse. **8.G.7** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. **8.G.8** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. **8.G.9** Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. **8.EE.2** Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Use the Pythagorean Theorem to solve problems involving right triangles and distance. • Find the missing side lengths in a coordinate plane and real-world situation using both the Pythagorean Theorem and the distance formula. • Recognize that the square root is the inverse of squaring a number and the cube root is the inverse of cubing a number. • Simplify radicals and solve quadratic equations • Recognize that a change in the relationship between change in length of radius or diameter, height, and volume exist for cylinders, cones, and spheres.
Assessments	Performance and learning tasks; daily exit slips; unit assessment

Unit 4 – Functions	
Essential Questions / Big Ideas	1. How do you determine that a relationship is a function? 2. What are characteristics of a linear or non-linear function? 3. What are features of a function in a real-world context?
Standards	**8.F.1** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. **8.F.2** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
Timing	2-3 weeks
Academic Goals/Benchmarks	Students will be able to: • Represent a function using an input-output table. • Represent a function graphically using ordered pairs that consist of the input and the output of the function. • Represent a function with an algebraic rule.
Assessments	Performance and learning tasks; daily exit slips; unit assessment

Unit 5 – Linear Functions	
Essential Questions / Big Ideas	1. How can patterns, relations, and functions be used as tools to best describe and help explain real-life relationships? 2. What is the significance of the patterns that exist between the triangles created on the graph of a linear function? 3. What does the slope of the function line tell me about the unit rate? 4. What does the unit rate tell me about the slope of the function line?
Standards	**8.EE.5** Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. **8.EE.6** Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y=mx$ for a line through the origin and the equation $y=mx+b$ for a line intercepting the vertical axis at b. **8.F.3** Interpret the equation $y=mx+b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.
Timing	3-4 weeks
Academic Goals/Benchmarks	Students will be able to: • Represent patterns and relationships graphically, numerically, and symbolically. • Use algorithms to solve proportion problems.
Assessments	Performance and learning tasks; daily exit slips; unit assessment

Unit 6 – Linear Models and Tables	
Essential Questions / Big Ideas	1. How can I find the rate of change and the initial value from a table, graph, equation, or verbal description? 2. How can I write a function to model a linear relationship? 3. How can I use a scatter plot to create a linear model? 4. What strategies can I use to help me understand and represent real situations involving linear relationships? 5. How can functions be used to model real-world situations? 6. How can you construct and interpret two-way tables? 7. How can I determine if there is an association between two given sets of data? 8. How can I find the relative frequency using two-way tables?
Standards	**8.F.4** Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x,) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. **8.F.5** Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. **8.SP.1** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. **8.SP.2** Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. **8.SP.3** Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. **8.SP.4** Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.
Timing	5-6 weeks
Academic Goals/Benchmarks	Students will be able to: • Identify when changes in varying quantities are related by patterns that can be used to predict outcomes and solve problems. • Represent relationships between varying quantities using written descriptions, tables, graphs, and equations. • Use linear functions to represent real situations. • Use slope and y-intercept to solve real problems involving linear relationships.
Assessments	Performance and learning tasks; daily exit slips; unit assessment

Unit 7 – Solving Systems of Equations	
Essential Questions / Big Ideas	1. How do I graph a linear equation? 2. How do I decide which method would be easier to use to solve a particular system of equations? 3. How do I translate a problem situation into a system of equations? 4. How can I interpret the mean of a "system of equations" algebraically and geometrically?
Standards	**8.EE.8** Analyze and solve pairs of simultaneous linear equations. **8.EE.8a** Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. **8.EE.8b** Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. **8.EE.8c** Solve real-world and mathematical problems leading to two linear equations in two variables.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Use several methods to solve systems of equations. • Interpret solutions to systems algebraically, geometrically, and in terms of problem contexts. • Recognize that the number of solutions to a system of equations can vary from no solution to an infinite number of solutions.
Assessments	Performance and learning tasks; daily exit slips; unit assessment

Grade 8 Mathematics – Unit Plan – Geometric Applications of Exponents

	Week 1	Week 2	Week 3	Week 4	Week 5
Essential Questions	How is the Pythagorean Theorem useful when solving real-world problems? When is it useful to use the Pythagorean Theorem? How can I use the Pythagorean Theorem to find the length of a diagonal?	How can the Pythagorean Theorem be used to solve problems? How can I use the Pythagorean Theorem to find the length of the hypotenuse or the length of one of the other sides of a right triangle? How can I use the Pythagorean Theorem to find the distance between two points?	What is the relationship among the lengths of the sides of a right triangle? How can I use the Pythagorean Theorem to find the length of the hypotenuse or the length of one of the other sides of a right triangle? How can the Pythagorean Theorem be used to solve problems?	How can the Pythagorean Theorem be used to solve problems? How do I simplify and evaluate algebraic expressions involving integer exponents and square roots? How can I use the area of right triangles to deduce the areas of other shapes?	How do I know I have a valid argument to prove the Pythagorean Theorem? How can I use dissection methods to find areas? How does the change in radius or height affect the volume of a cylinder or sphere? How do I select appropriate mathematical methods to solve real-world problems?
Standards	8.G.6, 8.G.7, 8.G.8, 8.EE.2	8.G.6, 8.G.7, 8.G.8, 8.EE.2	8.G.6, 8.G.7, 8.G.8, 8.EE.2	8.G.6, 8.G.7, 8.G.8, 8.EE.2	8.G.6, 8.G.7, 8.G.8, 8.G.9, 8.EE.2
Lesson Plan Title(s)	Pythagorean Theorem Apply the Pythagorean Theorem	Pythagorean Theorem Apply the Pythagorean Theorem	Pythagorean Theorem's Converse Apply the Pythagorean Theorem	Pythagorean Theorem's Converse Apply the Pythagorean Theorem	Prove the Pythagorean Theorem Volume
Activities	Find which person will arrive at the destination first Find the length of the hypotenuse of a right triangle	Use the Pythagorean Theorem to find the height of a tree Find distance between different locations using the Pythagorean Theorem	Investigate the relationship between the areas of the squares constructed on each side of a right triangle Use the Pythagorean Theorem to determine the packaging needed to ship televisions	Construct a number line consisting of rational and irrational numbers Find lengths and areas using the Pythagorean Theorem Use the area of right triangles to find the areas of other shapes	Analyze attempts to prove the Pythagorean Theorem Apply the Pythagorean Theorem to find the ratio between two shapes Compare the volume of a cylinder and sphere Apply the volume

					formula to real-world situations
Assessments	Learning tasks, exit slips, teacher-made quizzes	Learning tasks, exit slip, teacher-made quizzes	Learning task, formative assessment lesson, exit slips, teacher-made quizzes	Learning tasks, formative assessment lesson, exit slips, teacher-made quizzes	Learning task, Unit Review task, Unit assessment
Needed materials	Online videos, graph paper, straight edge	Graph paper, scissors, videos, handouts, colored pencils, straight edge	Graph paper, handouts, manipulatives (optional)	Handouts, compass, straight edge, graph paper, perimeter and area formula sheet	Handouts, calculator (optional), volume formula sheet,

Grade 8 Mathematics – Lesson Plan – Applying the Pythagorean Theorem in Real Life

Objectives/Goals	The students will review how to use the Pythagorean Theorem to find the one missing side in a right triangle and apply this skill to solve real-world problems.
Materials/Environment	Straight edge, graph paper, real-world problems, pictures of right triangles with missing side lengths; EdisonLearning CCSS Classroom Connector – Using the Pythagorean Theorem, EdisonLearning Grade 8 eCourse – Unit 3, Lesson 32
Procedure	1. Have students complete 3-5 warm-up problems focused on find the length of a missing side in a right triangle. 2. Use the warm-up problems to determine how much additional instruction the students need to review how the Pythagorean Theorem works. 3. Put students in heterogeneous partners or small groups to solve additional Pythagorean Theorem problems where they have to find the length of the missing side of a right triangle. 4. Use the video at http://www.teachertube.com/video/pythagorean-theorem-189786 to provide direct instruction on applying the skills to solve real-world problems. Provide additional demonstration and explanation for 2-3 example problems as students take notes in their notebooks. 5. Have students work in partners or small groups to practice real-world problems and check their understanding and performance. 6. Have the students complete the Pythagorean Relationship activity. 7. Collect the activity recording sheets.
Assessment	Check for understanding and assess student performance as they work in partners or small groups on the activity and review the Pythagorean Relationship activity sheets.
Differentiation Strategies	**Remedial** – Teachers should be conscious of which triangle to give students. Students are given a triangle with side lengths that will challenge them, but not place them in a situation that is too frustrating. Also, students needing support may work with a partner as long as the rules for the partnership are clearly established and that no one person takes over. (Use Foundational activities in the CCSS Classroom Connector and/or the Reteaching part in the Grade 8 eCourse) **Advanced** – An extension activity for high-ability students would be for them to find Pythagorean triples using proportions. (Use the Extended Thinking part of the CCSS Classroom Connector and/or the Extension part of the Grade 8 eCourse)
Reflection	Have a whole-group discussion with students when they will share what they learned about the real-life application of addition/subtraction of integers.

Grade 8 English Language Arts – Curriculum Map

Unit 1 – Text Structures (Fiction & Argumentative)	
Essential Questions / Big Ideas	1. How do writers of both fiction and non-fiction use structure to guide ideas? 2. How does structure provide a framework for ideas to be clearly communicated? What occurs if there is an absence of structure? 3. How do different structures allow for different ideas to be tracked and understood?
Standards	RL.8.1 Cite evidence RL.8.3 Analyze lines of dialogue or incidents RL.8.4 Word analysis and effect RL.8.5 Compare and contrast structure of texts RL.8.10 Read and comprehend literature RI.8.1 Cite evidence RI.8.2 Determine central idea of text; write summary RI.8.3 Analyze how a text makes connections RI.8.4 Word analysis and effect RI.8.5 Analyze in detail the structure of a specific paragraph in a text a. Analyze the use of text features (e.g., graphics, headers, captions) RI.8.6 Determine author's point of view or purpose in a text RI.8.8 Evaluate the argument and evidence RI.8.9 Analyze texts presenting conflicting information SL.8.1 Engage effectively in a range of collaborative discussions (a-d) SL.8.2 Analyze information from media SL.8.3 Evaluate the speaker's argument L8.1 Conventions a. Explain the function of verbals (gerunds, participles, Infinitives) L.8.2. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. L.8.3 Use knowledge of language its conventions L.8.4 Determine or clarify meaning of words (a-d) L.8.5 Demonstrate understanding of figurative language and nuances in meaning W.8.1 Write arguments W.8.2 Write informative/explanatory texts (a-f) W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.9 Draw evidence from texts W.8.10 Write routinely
Timing	7-8 weeks
Academic Goals/Benchmarks	Students will be able to: • Plot dissections using evidence from texts • Write paragraphs for different purposes that reflect unity, clarity, and coherence

	• Write a narrative or expository essay. Then, write a one page explanatory essay that explains the structure of the piece that you wrote.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

Unit 2 – "Characters"	
Essential Questions / Big Ideas	1. What techniques do authors use to show the unique personality traits of his or her characters? 2. What is the difference between "showing" what a character is like and "telling" what they're like? 3. How does one's background, life experiences, and environment shape who they are?
Standards	RL.8.1 Cite evidence RL.8.3 Analyze lines of dialogue or incidents RL.8.4 Word analysis and effect RL.8.6 Analyze differences in point of view of characters and audience RL.8.9 Analyze allusions RL.8.10 Read and comprehend literature RI.8.5 Analyze structure a. Analyze the use of text features RI.8.8 Evaluate the argument and evidence RI.8.9 Analyze two or more texts providing conflicting information SL.8.1 Engage effectively in a range of collaborative discussions verbs in the active and passive voice. L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3 Use knowledge of language its conventions L.8.4 Determine or clarify meaning of words (a-d) L.8.5 Demonstrate understanding of figurative language and nuances in meaning W.8.1 Write arguments (a-e) W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.9 Draw evidence from texts W.8.10 Write routinely
Timing	7 weeks
Academic Goals/Benchmarks	Students will be able to: • Plot dissections using evidence from texts. • Write paragraphs for different purposes that reflect unity, clarity, and coherence. • Write a narrative or expository essay. Then, write a one page explanatory essay that explains the structure of the piece that you wrote.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

Unit 3 – Style: "A Writer's Toolbox"	
Essential Questions / Big Ideas	1. What elements converge to form an author's unique style and how does each play a unique role? 2. What are some ways that readers deconstruct literary style? 3. How does an author's background contribute to their literary style? 4. How do authors create mood or tone in their texts?
Standards	RL 8.1. Cite evidence RL.8.3 Analyze lines of dialogue or incidents RL.8.4 Word analysis and effect RL.8.5 Compare and contrast structure of texts RL.8.6 Analyze differences in point of view of characters and audience RL.8.7 Analyze film production of story as it compares to text RL.8.10 Read and comprehend literature RI.8.1 Cite evidence RI.8.2 Determine central idea of text; write summary RI.8.3 Analyze how a text makes connections RI.8.4 Word analysis and effect RI.8.5 Analyze in detail the structure of a specific paragraph in a text a. Analyze the use of text features (e.g., graphics, headers, captions) RI.8.6 Determine author's point of view or purpose in a text RI.8.7 Evaluate different presentation mediums RI.8.8 Evaluate the argument and evidence SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. W.8.1 Write arguments (a-e) W.8.2 Write informative/explanatory texts (a-f) W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.9 Draw evidence from texts W.8.10 Write routinely
Timing	6 weeks
Academic Goals/Benchmarks	Students will be able to: Analyze a writer's unique literary style using evidence from his/her texts, author's background, etc.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

Unit 4 – Poetry	
Essential Questions / Big Ideas	How does the form of poetry relate to a poem's meaning? What purposes do the different poetic devices play in constructing meaning? How does poetry differ from prose and how does this difference affect purpose and meaning?
Standards	RL.8.1 Cite evidence RL.8.3 Analyze lines of dialogue or incidents RL.8.4 Word analysis and effect RL.8.5 Compare and contrast structure of texts RL.8.9 Analyze allusions RL.8.10 Read and comprehend literature RI.8.9 Analyze texts presenting conflicting information SL.8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), orally L.8.3 Use knowledge of language its conventions L.8.4 Determine or clarify meaning of words (a-d) L.8.5 Demonstrate understanding of figurative language and nuances in meaning W8.1 Write arguments (a-e) W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.9 Draw evidence from texts W.8.10 Write routinely
Timing	6 weeks
Academic Goals/Benchmarks	Students will be able to: • Write poetry using literary devices. • Write an argument about the deeper meaning of a poem citing evidence from the poem that supports your claims.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

Unit 5 - Theme	
Essential Questions / Big Ideas	1. What are different ways that themes are presented in literature? 2. How does one's attitude towards conflict affect their ability to overcome it? 3. How does power come in many forms?
Standards	RL.8.1 Cite evidence RL.8.3 Analyze lines of dialogue or incidents RL.8.4 Word analysis and effect RL.8.6 Analyze differences in point of view of characters and audience RL.8.10 Read and comprehend literature RI.8.1 Cite evidence RI.8.2 Determine central idea of text; write summary RI.8.3 Analyze how a text makes connections RI.8.4 Word analysis and effect RI.8.5 Analyze in detail the structure of a specific paragraph in a text a. Analyze the use of text features (e.g., graphics, headers, captions) RI.8.6 Determine author's point of view or purpose in a text RI.8.8 Evaluate the argument and evidence SL.8.2 Analyze information from media SL.8.4 Present findings SL.8.5 Integrate multimedia into presentations L8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.* L.8.3 Use knowledge of language its conventions L.8.3.a Use verbs in the active and passive voice that emphasize the actor or the action L.8.4 Determine or clarify meaning of words (a-d) L.8.5 Demonstrate understanding of figurative language and nuances in meaning W8.1 Write arguments (a-e) W.8.2 Write informative/explanatory texts (a-f) W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.6 Use technology to produce and publish writing W.8.7 Conduct short research projects W.8.8 Gather relevant information from multiple sources W.8.9 Draw evidence from texts W.8.10 Write routinely
Timing	7 weeks

Academic Goals/Benchmarks	Students will be able to: • Write a letter from the perspective of one character to another character. • Orally response to Literature
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

Unit 6 - Self-Image	
Essential Questions / Big Ideas	1. What criteria do we, and should we use to create our self-perception? 2. How does your perspective influence the choices you make? 3. How do you become who you want to be? 4. How does peer competition influence self- image? 5. How can your setting affect your self-perception?
Standards	RL.8.2 Determine a theme or central idea of a text and analyze its development RL.8.10 Read and comprehend literature RI.8.1 Cite evidence RI.8.2 Determine central idea of text; write summary RI.8.3 Analyze how a text makes connections RI.8.4 Word analysis and effect RI.8.5 Analyze in detail the structure of a specific paragraph in a text a. Analyze the use of text features (e.g., graphics, headers, captions) RI.8.6 Determine author's point of view or purpose in a text RI.8.8 Evaluate the argument and evidence SL.8.1 Engage effectively in a range of collaborative discussions SL.8.2 Analyze information from media SL.8.3 Evaluate the speaker's argument L.8.3.a Use verbs in the active and passive voice that emphasize the actor or the action L.8.4 Determine or clarify meaning of words (a-d) L.8.5-Demonstrate Understanding of Figurative Language, Word Relationships and Nuances in Word Meanings L.8.5 Demonstrate understanding of figurative language and nuances in meaning W8.1 Write arguments (a-e) W.8.2 Write informative/ explanatory texts (a-f) W.8.3 Write narratives (a-e) W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.9 Draw evidence from texts W.8.10 Write routinely
Timing	4 weeks
Academic Goals/Benchmarks	The students will be able to: Write a letter to the school-aged version of the mother from "Smart Cookie" giving her advice that reflects the big idea that a realistic self-perception promotes a healthy state of mind.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

B.

	8th grade Unit Plan Style					
	Week 1	Week 2	Week 3	Week 4	Week 5	
Essential Questions/Big Ideas	What elements converge to form a writer's style and how does each play a unique role?	How does an author's background contribute to his/her writing style?	What elements converge to form style, and how does each element play a unique role in contributing to style?	What elements converge to form style, and how does each element play a unique role in contributing to style?	What elements converge to form style, and how does each element play a unique role in contributing to style	
Standards	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2 Determine a central idea of a text and analyze its development over the course of the text including its relationship to support ideas; provide an objective	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2 Determine a central idea of a text and analyze its development over the course of the text including its relationship to support ideas;	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.4 Determine the meaning of words and phrases as they are used in a text, including the figurative and connotative meanings; analyze the impact of	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.4 Determine the meaning of words and phrases as they are used in a text, including the figurative and connotative meanings; analyze the impact of	RI. 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. W. 8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce	

	summary of the text. W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience7.11	provide an objective summary of the text.	specific word choices on meaning and tone, including analogies or illusions to other texts. W.8.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.4 Produce clean and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	specific word choices on meaning and tone, including analogies or illusions to other texts. W.8.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.4 Produce clean and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument	

			SL.8.1 Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.	SL.8.1 Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.	presented. W. 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W. 8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
Lesson plan titles 5 Weeks	Lesson1: Intro to Writer's Style Lesson 2: Intro to Writer's Style	Lesson 1: Preparing the Learner Lesson 2:	Lesson 1: Preparing the Learner Lesson 2: Interaction with	Lesson 1: Preparing the Learner Lesson 2: Interaction with	Lesson 1: Preparing the Learner Lesson 2:	

	Lesson 3:Intro to Writer's Style Lesson 4: The Landlady	Interaction with text	text Lesson 3: Extending Activity	text Lesson 3: Extending Activity	Interaction with text Lesson 3: Extending Activity	
Activities	Text dependent questions Cornell Notes Academic Summary Viewing with a Focus Extended Understanding Paragraph Reader's Response Journal Double – Bubble exemplar Compare and Contrast Essay	"Viewing with a Focus" resource booklets as a prompt to set the purpose for viewing the videos. "Viewing with a Focus" handout prior to viewing the videos. Students record evidence while they view the clips	Pre-reading 1-2-3 activity Students will work in a group of 6 to learn about the literary devices they will be working on for this story. Using the Literary Device Expert Group each student will be assigned a literary device to define and provide an example. Once completed, each topic group (for example, all irony members) will meet to discuss their findings.	Project "How Do You Picture It?" Students complete a first read of "The Landlady" (Holt pages 62-69) or "The Landlady" excerpts After completing a "chunk" or section, the students will complete the Reader Response Journal Students will use a Vocabulary Notebook Inside-Outside Circle sharing activity creating a Double Bubble Map to compare and contrast Poe's literary style to Dahl's literary style.	Think-Pair-Share Shared Pictorial Observation Independent and teacher lead reading Dyad Share ABC Prewriting Analysis of Evidence Chart Tree Map digital presentation (Prezi, PowerPoint, extreme-collaboration.com	

Assessments	Summative Assessment- Museum Exhibit Design	Interview with a purpose 3-step interview	Writing Assessment	Writing Assessment	Summative Assessment- Prompt and rubric	

C.

	Lesson Plan Unit: 4 Style **Lesson 2**
Title	Style
Objectives/Goals	Learners will identify relevant biographical information of Poe and Dahl by viewing 2 video clips and comparing similar information that contributes to the writers' style. Learners will utilize academic language and content specific vocabulary in their summary of learning.
Materials/Environment	Viewing with a Focus (Resource 2.1) Author's Profile: Edgar Allan Poe (Video 6:37) http://www.sausd.us/Page/22743 David Williams—The Genius of Dahl (Video 15:46) http://www.sausd.us/Page/22743
Procedure	(1) Have students turn to the "Viewing with a Focus" resource in their booklets (Resource 2.1) . (2) Teacher refers to Essential Question "How does an author's background contributes to his/her writing style?" as a prompt to set the purpose for viewing the videos. (3) Teacher explains the "Viewing with a Focus" handout prior to viewing the videos. Make sure that students know to record evidence while they view the clips, not after. (1) Unencumbered View: Play Edgar Allan Poe video.

	(2) Second View: Play Edgar Allen Poe video. Give students time to complete the independent portion of their notes (column 1) on the "Viewing with a Focus" handout (Resource 2.1). (3) Have students share column 1 information with a partner. (4) Facilitate a class discussion on findings. Use this opportunity to model the thinking process to allow students to work more independently with the second video. Day 2 (1) Roald Dahl video. Give students time to complete the independent portion of their notes (column 2) on the "Viewing with a Focus" handout (Resource 2.1). (2) Have students form groups of four, to complete the third column. In their groups, have students number off 1-4. Whatever number students were assigned, they'll be responsible for completing column 3 of that question (comparing and contrasting Poe and Dahl). If necessary for your students, provide sentence starters for how to compare and contrast (see the margin notes). (4) Students can now complete the third column through a Three-Step Interview After the interview, students should now have completed all three columns in on the "Viewing with a Focus" activity (Resource 2.1) (1) End the day by prompting students to complete the bottom analysis portion of the "Viewing with a Focus" handout. (2) Learners share their extended understanding paragraphs to each other or choose a few to read aloud to the class which can act as an impetus for discussion.
Assessment	Three step interview process

Differentiation Strategies	Give students the option of using sentence stems for the dyad or triad discussion. These stems could sound like “Both authors’ experienced…” or “Unlike Poe, Dahl…”
Reflection	1. What went well in this lesson? Why? 2. What problems did I experience? Why? 3. Was it “student centered”? Should it have been? 4. What could I have done differently? 5. What did I learn from this experience that will help me in the future?

Grade 8 Science – Unit Plan – Earth's Place in the Universe

	Week 1	Week 2	Week 3	Week 4
Essential Questions	1. How does the relationship between the Earth, moon and sun affect different events in everyday life? 2. How does gravity affect the objects in the solar system? 3. What are the structure, composition, and distinguishing features of the sun, planets, and other bodies found within the solar system?	1. How does gravity affect the objects in the solar system? 2. What are the structure, composition, and distinguishing features of the sun, planets, and other bodies found within the solar system?	1. How does gravity affect the objects in the solar system? 2. What are the structure, composition, and distinguishing features of the sun, planets, and other bodies found within the solar system?	How can rock formation be used to show the history and geology of the Earth?
Standards	MS-ESS1-1, MS-ESS1-2	MS-ESS1-2, MS-ESS1-3	MS-ESS1-2, MS-ESS1-3	MS-ESS1-4
Lesson Plan Title(s)	How solar system movement affects lunar phases, eclipses, and seasons Properties of systems in the solar system	Properties of systems in the solar system Role of gravity in the solar system	Properties of systems in the solar system Role of gravity in the solar system	Geology of Earth How rock layers show age of Earth
Activities	Identify different movements in the solar system, especially Earth Computer research on different events affected by movement in the solar system	Watch videos or observe pictures that show how gravity causes movement in the solar system Students work in partners or small groups to research each planet and the sun and prepare a presentation on their topic	Students use information gathered from presentations to create a model of the solar system	Watch videos or observe pictures that show rock formations and describe how they determine age of the Earth
Assessments	Teacher observation during research, reports on real-life events caused by solar system movement	Teacher observation during research, planet presentations	Solar system models	Unit assessment
Needed materials	Laptop computers or lab for research	Videos and pictures of solar system movement, laptop computers or lab for research, index cards or journal for note-taking, software and materials for presentations	Various materials or computer to create solar system model	Videos and pictures of rock formations in the Earth

Grade 8 Science – Lesson Plan – Earth and the Solar System

Objectives/Goals	• Understand the role of gravity within the solar system • Identify specific features and characteristics of the key parts of the Earth's solar system
Materials/Environment	Videos and pictures of solar system movement, laptop computers or lab for research, index cards or journal for note-taking, software and materials for presentations
Procedure	1. Show a video that shows how gravity causes movement in the solar system (http://www.teachertube.com/video/orbits-part-1-astronomy-at-west-solar-system-3e1-349233) 2. Review the concepts discussed in the video. 3. Identify the key parts of the Earth's solar system and let students know they will work in small groups to research and report on their assigned part. 4. Provide students with two key questions to consider as they conduct research. a) What are the visible characteristics of the planets and moons in our solar system? b) In what ways have researchers recorded observations of moons and planets, and what trends or patterns have been discovered? 5. Give students specific directions for their research and presentation, including identifying key features of their assigned part, taking notes, and how to put the presentation together. 6. Group students heterogeneously and assign each group with a key part of the solar system – sun and all planets. 7. Have student group first plan how they will approach their research before moving to the computers or lab. 8. Give students 2-3 class periods to conduct their research and prepare their presentations. 9. Have students share their presentations with the whole group. Students take notes to gain knowledge on the characteristics of the sun and the planets and their role in the solar system.
Assessment	Teacher observations during group work and research, student presentations on the planets and the sun
Differentiation Strategies	Provide a mini-lesson on conducting research, recognizing factual information, and taking notes for low-ability students. Provide assistance as they do research and prepare their presentations.
Reflection	Review and summarize key features of the sun, planets, and solar system.

Grade 8 Social Studies – Curriculum Map

UNIT 1: Founding of a Nation	
Essential Questions / Big Ideas	1. When is change necessary for growth? 2. What experiences or changes do immigrants undergo? 3. How do ideas spread and why are they adopted? 4. How do ideas create change? 5. What is the relationship between people and economic systems? 6. What rights are guaranteed to all people? 7. What options do people have if their rights are being violated?
Standards	RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH 6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH 6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. W 6-8.1 Write arguments focused on discipline specific content. W 6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Timing	5 weeks
Academic Goals/Benchmarks	Students will be able to: • Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor. • Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”). • Analyze how the American Revolution affected other nations, especially France. • Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.
Assessments	Performance and learning tasks; reader’s response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion. Write an argumentative letter to Parliament detailing the status of the colonies.

Unit 2: U.S. Constitution: Origins and Development	
Essential Questions / Big Ideas	1. When is it necessary for society to change? 2. How should power be distributed in a government? 3. How do we ensure the power of the government works for the people? 4. How can the power of the government be limited? 5. How do governments balance the rights of individuals with the common good?
Standards	RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH 6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH 6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. W 6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. W 6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Timing	7 weeks
Academic Goals/Benchmarks	Students will be able to: • Discuss the significance of the Magna Carta, the English Bill of Rights, and the May flower Compact. • Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence. • Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause. • Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution. • Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state. • Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights. • Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion. Analyze and synthesize primary source documents to respond to a question.

Unit 3 - U.S. Constitution: The American Political System	
Essential Questions / Big Ideas	1. How does the Constitution reflect the goals of American society? 2. How can citizens participate in government? 3. How is the Constitution a "living document"? 4. How do structures prevent the abuse of power?
Standards	RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH 6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH 6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH 6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally) RH 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH 6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. RH 6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. W6-8.4 Produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. W6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W 6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. SL 6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL6-8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced SL6-8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Timing	4 weeks
Academic Goals/Benchmarks	Students will be able to: • Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state. • Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights. • Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights. • Understand the foundation of the American political system and the ways in which citizens participate in it.

	• Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed. • Explain how the ordinances of 1785 and 1787 privatized national resources and trans-ferred federally owned lands into private holdings, townships, and states. • Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion. Research a current example of the Constitution as a "living document." Write and present a summary of this issue and cite how it exemplifies the role of the Constitution today.

Unit 4 - Early Republic	
Essential Questions / Big Ideas	1. How do does order lead to chaos and chaos lead to order in the new nation? 2. What kinds of challenges does a new nation face? 3. Why are political parties formed? 4. What are the characteristics of a great leader?
Standards	RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH 6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH 6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH 6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally) RH 6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). W 6-8.1 Write arguments focused on discipline specific content claims; using reasoning & evidence. W6-8.4 Produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. W6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. using searches effectively. W 6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. SL 6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Timing	4 weeks
Academic Goals/Benchmarks	Students will be able to: • Students understand the foundation of the American political system and the ways in which citizens participate in it. • Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt). • Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebel lion). • Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups). • Understand the functions and responsibilities of a free press. • Students analyze the aspirations and ideals of the people of the new nation.

	• Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents. • Explain the policy significance of famous speeches (e.g., Washington's Farewell Ad dress, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Ad dress). • Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law). • Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion. Write an argumentative letter (editorial) to the newspaper from either the perspective of a Federalist or Democratic-Republican discussing the effectiveness of Washington's presidency.

Unit 5 - Westward Expansion/ Manifest Destiny	
Essential Questions / Big Ideas	1. How does movement influence an economy and society? 2. What are some effects that geography might have on a society? 3. How does improved transportation and technology influence society? 4. What is the impact of expansion? 5. What conflicts do people of different cultures and backgrounds experience?
Standards	RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH 6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH 6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH 6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally) RH 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH 6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. W 6-8.1 Write arguments focused on discipline specific content claims; using reasoning & evidence. W 6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. W6-8.4 Produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. W6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W6-8.8 Gather relevant information from multiple
Timing	7 weeks
Academic Goals/Benchmarks	Students will be able to: • Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace. • Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced west ward expansion and the Mexican-American War. • Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties. • Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction). • Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

	• List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine). • Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities. • Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion. Analyze the painting by John Gast, Spirit of the Frontier. Give the artist's perspective of Manifest Destiny.

Unit 6 - Civil War	
Essential Questions / Big Ideas	1. How or when does conflict allow for synthesis and change? 2. How do injustices lead to reform? 3. What role does compromise play in resolving conflict? 4. How do wars create change? 5. How do strengths and weaknesses determine outcomes? 6. What are the roles of citizens during conflict?
Standards	RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH 6-8.3 Identify key steps in a text's description of a process related to history/social studies. RH 6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH 6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally) W 6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. W6-8.4 Produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. W6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W 6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. W6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Using searches effectively
Timing	7 weeks
Academic Goals/Benchmarks	The students will be able to: • Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin. • Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey). • Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. • Compare the lives of and opportunities for free black Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass). • Discuss the abolition of slavery in early state constitutions. • Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio

	River. • Discuss the importance of the slavery issue as raised by the annexation of Texas and California's
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion. Using visuals create a presentation that clearly states the causes and effects of the Civil War. Include a ranking for the issues you think were most significant.

B.

	8th grade Social Studies Unit Plan					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Essential Questions/Big Ideas	What led to the American Revolution and the establishment of the United States? What steps did the United States take to establish a stable and lasting national government? What were the motives for westward expansion?	What advantages and disadvantages did the North and the South have throughout the Civil War? How did the Emancipation Proclamation change the Civil War?	What key issues caused disagreements concerning Reconstruction?	Why did settlers move west and what difficulties did they encounter? How did settling the West affect Native Americans?	What were the advantages and disadvantages of the expansion of industry? Why did immigrants come to America at the dawn of the Twentieth Century? How did the growth of cities change the United States? How did the Gilded Age give rise to Populism?	-Why did the United States seek to become an imperialist power? Why did the United States declare war against Spain? Why did many citizens call for reforms? What were the policies and achievements of the presidents of the Progressive Era?
Standards For unit	RH 6-8.1 RH 6-8.2 RH 6-8.4 RH 6-8.9 W 6-8.1 W 6-8.2 W 6-8.4 W 6-8.5 SL 7.1 SL 7.6	RH 6-8.1 RH 6-8.2 RH 6-8.4 RH 6-8.9 W 6-8.1 W 6-8.2 W 6-8.4 W 6-8.5 SL 7.1 SL 7.6	RH 6-8.1 RH 6-8.2 RH 6-8.4 RH 6-8.9 W 6-8.1 W 6-8.2 W 6-8.4 W 6-8.5 SL 7.1 SL 7.6	RH 6-8.1 RH 6-8.2 RH 6-8.4 RH 6-8.9 W 6-8.1 W 6-8.2 W 6-8.4 W 6-8.5 SL 7.1 SL 7.6	RH 6-8.1 RH 6-8.2 RH 6-8.4 RH 6-8.9 W 6-8.1 W 6-8.2 W 6-8.4 W 6-8.5 SL 7.1 SL 7.6	RH 6-8.1 RH 6-8.2 RH 6-8.4 RH 6-8.9 W 6-8.1 W 6-8.2 W 6-8.4 W 6-8.5 SL 7.1 SL 7.6
Lesson plan titles Weeks 1-6	Building a Nation	Civil War and Reconstruction	American West	Immigration	Industrialization	Progressive Era
Activities	Creative writing (diaries,	Creative writing (diaries,	Creative writing (diaries,	Creative writing (diaries,	Creative writing (diaries,	Creative writing (diaries,

	journals, travel brochures, etc.) -Primary source work -Political cartoons, maps, charts, graphs (Creation/Interpretation) -Thinking Maps -Posters (collage, propaganda, etc.) -Debates (i.e., debate on Jackson and the Trail of Tears) -Unit Project -Guided Reading Workbook -Focus on Writing Activities -Collaborative Learning Activities	journals, travel brochures, etc.) -Primary source work -Political cartoons, maps, charts, graphs (Creation/Interpretation) -Thinking Maps -Posters (collage, propaganda, etc.) -Debates (i.e., debate on Jackson and the Trail of Tears) -Unit Project -Guided Reading Workbook -Focus on Writing Activities -Collaborative Learning Activities	journals, travel brochures, etc.) -Primary source work -Political cartoons, maps, charts, graphs (Creation/Interpretation) -Thinking Maps -Posters (collage, propaganda, etc.) -Debates (i.e., debate on Jackson and the Trail of Tears) -Unit Project -Guided Reading Workbook -Focus on Writing Activities -Collaborative Learning Activities	journals, travel brochures, etc.) -Primary source work -Political cartoons, maps, charts, graphs (Creation/Interpretation) -Thinking Maps -Posters (collage, propaganda, etc.) -Debates (i.e., debate on Jackson and the Trail of Tears) -Unit Project -Guided Reading Workbook -Focus on Writing Activities -Collaborative Learning Activities	journals, travel brochures, etc.) -Primary source work -Political cartoons, maps, charts, graphs (Creation/Interpretation) -Thinking Maps -Posters (collage, propaganda, etc.) -Debates (i.e., debate on Jackson and the Trail of Tears) -Unit Project -Guided Reading Workbook -Focus on Writing Activities -Collaborative Learning Activities	journals, travel brochures, etc.) -Primary source work -Political cartoons, maps, charts, graphs (Creation/Interpretation) -Thinking Maps -Posters (collage, propaganda, etc.) -Debates (i.e., debate on Jackson and the Trail of Tears) -Unit Project -Guided Reading Workbook -Focus on Writing Activities -Collaborative Learning Activities
Assessments	-Tests -Quizzes	Quizzes reader's response journals	Quizzes reader's response journals	Quizzes Performance and learning tasks; group discussion.	Test Quizzes	End of Unit Assessment(Constitution)-Essays (i.e., Reconstruction: Success or Failure?)

C.

	Lesson Plan
Title	Progressive Era
Objectives/Goals	Students will learn to examine an issue more deeply by synthesizing and summarizing different points of view.
Materials/Environment	Titles from trade book text set: • Tenement Stories: Immigrant Live (1835 -1935) • Tenement Life: Immigrant Life on the Lower East Side • Settlement Houses- Improving the Social Welfare of America's Immigrants • Jane Addams • Life in America's First Cities: Picture the Past Think, Rethink, Problem Solve graphic organizer.
Procedure	Motivation: Students are asked to complete a quick write on what they believe the city looked like 100 years ago. Guiding questions can include: Was there running water in homes? Did everyone have a bathroom in their home? Were there streetlights? Transportation? Cars? What were they like? After a quick discussion, teacher explains that conditions have changed dramatically from the past. Teacher reads aloud an excerpt from the Tenement Stories (pages 10-16). Students identify how conditions/problems of the tenement house differ from their daily lives. Teacher explains that students will think further about the conditions faced by many immigrants. Guided Practice: • Teacher models use of the Think, Rethink, and Problem Solve graphic organizer based on the read aloud from Tenement Stories by guiding students in completing the "think" component. Note: The graphic organizer gives students a method for recording their initial responses to a topic, with a place to record and reexamine their thoughts based on a discussion as well as additional materials. Students then problem solve with their partner to complete the final segment. The purpose of the graphic organizer is to inspire students to think more extensively about a topic. Each student is responsible for synthesizing those experiences and summarizing his/her point of view. (from Dr. Janet Allen) Teacher explains that students will choose a source relating to immigration or tenement life to discuss with their partner. Students will then independently reexamine their 'think' component and complete the 'rethink'. Finally student pairs will collaborate to 'problem solve."

	Independent Exploration: Teacher directs student pairs to preview trade books and select a book that will contain an aspect of immigrant life. Student pairs discuss their selection. Guiding questions include: How is this similar to the read aloud from Tenement Stories? What new information does it provide? Whose perspective is being presented? Students complete the 'reexamine' component independently Student pairs collaborate to complete "Problem Solve" section of graphic organizer.
Assessment	Teacher observation Checklist Oral summary Extended Response Quiz Written summary (or quick write) Teacher evaluates graphic organizer, Think, Rethink, Problem Solve • Teacher evaluates exit slips.
Differentiation Strategies	Focus Lesson, Guided Instruction, Collaborative Instruction, Independent Tasks Note cards: Fifteenth Amendment, poll tax, literacy tests, biography chart, open-note quiz, Extra Support: During the read-aloud of Tenement Stories display images on an overhead/smart board of tenement life to aid ELL learners in the classroom. • Teacher may direct students to choose an image for the independent practice, instead of selecting a piece of text to read. • Teacher may assign specific books or readings to support different reading levels.
Reflection	1. What went well in this lesson? Why? 2. What problems did I experience? Why? 3. Was it "student centered"? Should it have been? 4. What could I have done differently? 5. What did I learn from this experience that will help me in the future?

Grade 8 Visual and Performing Arts – Curriculum Map

Unit 1 – Music Theory	
Essential Questions / Big Ideas	1. What elements make up the composition, conducting, and performance of music? 2. What are the differences between written and performed music? 3. What are the differences between and among different types of musical notation? 4. What are the primary purposes of different types of music and musical notation? 5. What elements make up traditional music versus music in a varied repertoire?
Standards	**25.A.3c Music:** Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando) **26.A.3d Music:** Read and interpret traditional music notation in a varied repertoire. **26.A.3c Music:** Describe the processes involved in composing, conducting, and performing. **26.A.4d Music:** Demonstrate the ability to read written notation for a vocal or instrumental part. **27.A.3b:** Compare and contrast how the arts function in ceremony, technology, politics, communication, and entertainment. **27.B.3:** Know and describe how artists and their works shape culture and increase understanding of societies, past and present.
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to: • Identify and utilize different types of musical notation in composing, conducting, and performing musical pieces. • Use charts to determine the rhythm, meter, and beats in music. • Define and delineate the varied types of traditional and nontraditional music. • Recognize, identify, and use musical elements when listening to performing, and creating pieces of music.
Assessments	Performance activities, quizzes, videos, audio pieces, games, formative and summative assessments

Unit 2 – Music Appreciation	
Essential Questions / Big Ideas	1. What are the primary ways music has grown, evolved, and changed over the years, decades, and centuries? 2. What is the impact of technology and society on musical composition and performance? 3. What are the distinguishing features, characteristics, and elements of different types of music from different societies, cultures, and time periods? 4. What are the similarities and differences between and among different types of music from different societies, cultures, and time periods? 5. What have been and continue to be the primary influences of non-Western cultures on Western music?
Standards	**25.A.3c Music:** Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando) **26.A.3d Music:** Read and interpret traditional music notation in a varied repertoire. **26.A.3c Music:** Describe the processes involved in composing, conducting, and performing. **26.A.4c Music:** Analyze ways in which musical sounds are produced and how they are used in composing, conducting, and performing. **26.A.4d Music:** Demonstrate the ability to read written notation for a vocal or instrumental part. **26.B.3c Music:** Sing or play with expression and accuracy a variety of music representing diverse cultures and styles. **27.A.3a:** Identify and describe careers and jobs in and among the arts and how they contribute to the world of work. **27.A.3b:** Compare and contrast how the arts function in ceremony, technology, politics, communication, and entertainment. **27.B.3:** Know and describe how artists and their works shape culture and increase understanding of societies, past and present.
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to: • Recognize and identify the societal, cultural, technological, and historical influences on traditional and nontraditional music from varied repertoires. • Compare and contrast musical styles, elements, genres, and types from different cultures and time periods. • Define and articulate the basics of tonality in a variety of musical styles. • Relate clearly delineated artistic periods to the evolution of musical styles, genres, and instruments.
Assessments	Performance activities, quizzes, videos, audio pieces, games, formative and summative assessments

Unit 3 – Art History	
Essential Questions / Big Ideas	1. What defining characteristics, elements, and features make up a time period as it relates to artistic technique and expression? 2. What notable artistic contributions arose from major historical time periods? 3. What societal, cultural, religious, and technological influences can be found in notable works of art from diverse time periods? 4. What does it mean to appreciate art, and how does appreciation relate to understanding?
Standards	**25.A.3d Visual Arts:** Identify and describe the elements of value, perspective, and color schemes; the principles of contrast, emphasis, and unity; and the expressive qualities of thematic development and sequence. **25.A.3e Visual Arts:** Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology. **25.B.3.** Compare and contrast the elements and principles in two or more art works that share similar themes. **26.A.3e Visual Arts:** Describe how the choices of tools/technologies and processes are used to create specific effects in the arts. **26.B.3d Visual Arts**: Demonstrate knowledge and skills to create 2- and 3- dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative. **27.A.3a:** Identify and describe careers and jobs in and among the arts and how they contribute to the world of work. **27.A.3b:** Compare and contrast how the arts function in ceremony, technology, politics, communication, and entertainment. **27.B.3:** Know and describe how artists and their works shape culture and increase understanding of societies, past and present.
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to: • Identify and define the characteristics and elements of visual art from specific cultures, societies, religions, and time periods. • Compare and contrast artistic forms and works of visual art. • Understand the relationship between artistic expression and art appreciation.
Assessments	Performance activities, quizzes, videos, visual pieces, games, formative and summative assessments

Unit 4 – Art Throughout the World	
Essential Questions / Big Ideas	1. What similarities and differences can be found between and among artistic works from India, Asia, the South Pacific, and Australia? 2. What links and relationships exist between art and the major world religions? 3. What cultural, societal, and geographical contributions have been made to the world's diverse visual art forms?
Standards	**25.A.3d Visual Arts:** Identify and describe the elements of value, perspective, and color schemes; the principles of contrast, emphasis, and unity; and the expressive qualities of thematic development and sequence. **25.A.3e Visual Arts:** Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology. **25.B.3.** Compare and contrast the elements and principles in two or more art works that share similar themes. **26.A.3e Visual Arts:** Describe how the choices of tools/technologies and processes are used to create specific effects in the arts. **26.B.3d Visual Arts**: Demonstrate knowledge and skills to create 2- and 3- dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative. **27.A.3a:** Identify and describe careers and jobs in and among the arts and how they contribute to the world of work. **27.A.3b:** Compare and contrast how the arts function in ceremony, technology, politics, communication, and entertainment. **27.B.3:** Know and describe how artists and their works shape culture and increase understanding of societies, past and present.
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to: • Identify the geographical locations of India, Asia, the South Pacific, and Australia. • Compare and contrast visual art forms from diverse areas of the world. • Recognize and analyze the societal, cultural, religious, and geographical elements in the world's major art forms.
Assessments	Performance activities, quizzes, videos, visual pieces, games, formative and summative assessments

Grade 8 Visual and Performing Arts – Unit Plan – Introduction to Music Appreciation and the Evolution of Music Through the Ages

	Week 1	Week 2	Week 3	Week 4	Week 5
Essential Questions	How can you define music and the terms related to music? How can you apply musical terms to the composition of music?	How can you tell the differences between secular and religious music? How can you explain the influence of culture and religion on music of the Middle Ages and Renaissance?	How can you describe the transition from the Renaissance to the Baroque period? How can you identify and define an operatic work?	How can you relate Classicism to the Baroque, Rococo, and Classical periods? How can you define *style* as it relates to music?	How can you define the differences between instrumental and vocal music? How can you trace and explain the evolution of music from Ancient Greece to the Early Romantic period?
Standards	25.A.3c, 26.A.3c, 26.A.3d, 27.A.3b, 27.B.3	25.A.3c, 26.A.3c, 26.A.3d, 27.A.3b, 27.B.3	25.A.3c, 26.A.3c, 26.A.3d, 27.A.3b, 27.B.3	25.A.3c, 26.A.3c, 26.A.3d, 27.A.3b, 27.B.3	25.A.3c, 26.A.3c, 26.A.3d, 27.A.3b, 27.B.3
Lesson Plan Title(s)	Introduction to Music Appreciation Birth of Western Music: Ancient Greece The Church	Secular Medieval Music Religious Music of the Renaissance Madrigals and Instrumental Dance Music of the Renaissance	Toward the Baroque Origins of Opera in the Baroque Period Baroque Instrumental Music: The Keyboard and the Organ	Baroque Instrumental Music: The Orchestra Transition to Classicism: The Rococo Period Style of the Classical Period	Instrumental Music of the Classical Period Vocal Music of the Classical Period Early Romanticism

Activities	Have students create posters of three or more things they find in everyday life they may not notice or appreciate due to their constancy and familiarity (e.g., air, water, trees, walking, breathing, décor in their home) Have students create visual representations of the terms *tone, pitch, rhythm, harmony, chord, melody, texture,* and *timbre*. Have students listen to Gregorian chants and create simple chants of their own in which they express appreciation for something in their lives	Have students create Venn diagrams comparing and contrasting secular and religious music. Have students listen to and identify whether pieces of music are from the Middle Ages or the Renaissance based upon their tones, pitches, harmonies, styles, and themes. Have students write and vocally perform simple ballads in the style of the troubadours.	Have students listen to a portion of an operatic work from the Baroque period and create graphic organizers highlighting notable features, characteristics, and themes. Have students collaboratively create simple operatic works based on a modern-day current event, focusing on characterization, scenery, props, and themes. Have students view an operatic work from the Baroque period and write reviews as if they were audience members in an 18th-century opera house.	Have students identify and label the sections of an orchestra. Have students individually or collaboratively research Wolfgang Amadeus Mozart or Ludwig Van Beethoven and create visual and audial timelines of the composers' lives and notable musical contributions. Have students each select a Classical composer and play a "Who Am I?" game which challenges classmates to guess their chosen subject based on notable characteristics or musical contributions.	Have students develop Venn diagrams and associated PowerPoints and/or posters comparing and contrasting two or more composers from the same time period. Have students create timelines of the musical periods from Ancient Greece to modern times, including copyright-free images of notable instruments, contributions, and composers from each time period. Have students create quizzes to give to their classmates about self- or teacher-selected musical time periods, composers, or instruments from the unit.
Assessments	*eSchoolware* assessments, Activities Workbook pages, posters	*eSchoolware* assessments, Activities Workbook pages, Venn diagrams, ballad compositions	*eSchoolware* assessments, Activities Workbook pages, graphic organizers, reviews	*eSchoolware* assessments, Activities Workbook pages, posters, research projects, guessing game	*eSchoolware* assessments, Activities Workbook pages, posters
Needed materials	Poster board and glue/tape, markers, photocopied copyright-free pictures, recording of Gregorian chants, paper, laptop/desktop computers (if available)	Recordings of Medieval and Renaissance music, paper, pencils/pens, blank Venn diagram templates, laptop/desktop computers (if available)	Recording of operatic work from the Baroque period, paper, pencils/pens, video/DVD of operatic work	Blank orchestra pit maps for labeling, paper, pencils/pens, laptop/desktop computers with Internet access (if available)	Poster board and glue/tape, markers, blank Venn diagram templates, paper, pencils/pens, laptop/desktop computers with Internet access (if available)

Grade 8 Visual and Performing Arts – Lesson Plan – Introduction to Music Appreciation and the Evolution of Music Through the Ages

Objectives/Goals	In reading, writing, listening, and creating, students will be able to explain the historical, cultural, and social contexts of music; listen to the subcategories of Western music; and define basic music terms.
Materials/Environment	Laptop or desktop computers for *eSchoolware* assessments; blank paper; markers, or pencils/pens; magazines or copyright-free printable Internet images; recordings of popular music pieces; whiteboard and/or Promethean board, chalkboard, or projector
Procedure	1. Show students pictures of cars, water dripping from a tap, and someone eating. Ask students to think about what these three things have in common. Help students to realize all three are things that happen everyday and that they likely take for granted because of their familiarity. Compare this to music, highlighting the fact that music is so commonplace and so much a part of everyday culture and life that it likely goes unnoticed much of the time (e.g., music playing in a store, restaurant, on an elevator, in a sibling's bedroom, etc.) 2. Have students use poster board and glue/tape, or computers (if available) to collaboratively or individually create posters of items in everyday life that are likely taken for granted due to their prevalence in modern-day society. Images can be taken from magazines or printed from the Internet and affixed to poster board, or digital pin boards can be created using computer software. Students can share their projects with the class. 3. Have students think about how they know what is music and what is not. As a class, work with students to define the terms *tone, pitch, rhythm, harmony, chord, melody, texture,* and *timbre*. It may help to create a web in which the word *MUSIC* is in the center, and on which the branches are labeled with each term. The goal of this activity is to help students to realize that all these musical elements delineate true music from other sounds and noise they may hear on a daily basis. 4. Play snippets of five to ten pieces of age-appropriate popular Western music from a variety of genres (rock, R&B, country, alternative, etc.) Have students identify each based on the elements they previously defined. As a class, create a definition of music on the whiteboard/Promethean board/chalkboard/projector that highlights the concepts, ideas, and definitions introduced thus far in the lesson. This definition will help to drive the study of the rest of the unit. 5. Divide students into groups of three or four. Give each group one of the previously defined terms. Have each group create a visual representation of their assigned term, using hard copy images and materials and Internet resources (if available). Found objects can even be gathered prior to class and provided to the groups (e.g., paper towel tubes, tennis balls, cotton, pipe cleaner, string, dry rice or beans, etc.) Groups can then share with the class and enlist volunteers to guess the term based upon the provided visual. 6. Have the students complete the *eSchoolware* assessment for Lesson 1.
Assessment	Everyday occurrence posters, definitions lists, webs, collaborative definition, collaborative activity, *eSchoolware* assessment
Differentiation Strategies	**Physical/Kinesthetic:** Everyday occurrence poster, collaborative activity **Aural:** Listening to familiar music **Visual:** Pictures of everyday occurrences, group participation, definition web, collaborative activity **Written/Assessment:** Definition lists, definition web, collaborative definition
Reflection	Have students write journal entries highlighting what music means to them. Encourage students to relate music to significant events and people in their lives.

	Curriculum Map for 9th Grade Health
Essential Questions	• How can individuals take responsibility for personal wellness?
Big Ideas/Content	• determine ways in which an individual can take responsibility for ensuring success and wellness • examine the causes of intentional and unintentional self-harm (e.g., abuse, accidents, cutting) • brainstorm preventive strategies to avoid harm to self and others • assess personal wellness habits • generate personal wellness goals • assimilate goals in a personal wellness plan • track goals via electronic journal entries
Common Core Standards	*ELA: RI.9.1-10, W.9.1-10* *Science: 5.1.12.D.1 Technology: 8.1.12.A.4* *21st Century Life/Careers: 9.1.12.A.1-3, 9.1.12.C.4-5, 9.3.12.C.18-19*
Unit title:	**Decision Making and Goal Setting**
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to Identify causes of intentional and unintentional self-harm Students will be able to Identify strategies to avoid harm to self and others Students will be able to identify and develop personal wellness habits.
Assessments	• Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, *PowerPoint* presentations, video streaming, podcasting • Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

	Curriculum Map for 9th Grade Health
Essential Questions	• What regular practices may help to maintain good health?
Big Ideas/Content	• collaborate to determine the relationship of nutrition and physical exercise to weight management • analyze the contributions of each nutrient class to good health (e.g., fats, carbohydrates, protein, water, minerals) • research dietary trends of young adults • analyze the impact of the media on the dietary habits and choices of young adults • compare and contrast cultural habits that impact personal nutrition determine the relationship between diet and illness • assess risks to personal health related to diet • assimilate prevention goals in established personal wellness plan track goals via electronic journal entries
Common Core Standards	*ELA: RI.9.1-10 W.9.1-10* *Science: 5.1.12.D.1* *Technology: 8.1.12.A.4* *World Language: 7.1.NM.A.3* *Social Studies: 6.1.12.D.14.e, 6.1.12.D.16.a 2* *1st Century Life/Careers: 9.1.12.A.1-3, 9.1.12.C.4-5, 9.3.12.C.18-19*
Unit title:	**Maintaining Wellness**
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to determine the relationship of nutrition and physical exercise to weight management. Students will be able to Identify contributions of the different nutrient classes. Students will be able to determine relationship between diet and illness.
Assessments	• Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, *PowerPoint* presentations, video streaming, podcasting • Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

	Curriculum Map for 9th Grade Health
Essential Questions	• In what ways do current behaviors affect our futures?
Big Ideas/Content	• differentiate among prescription, over-the-counter, herbal, and illegal medications or substances • determine the criteria for evaluation of effective medicinal substances • compare and contrast the risks and benefits of experimental medicinal and herbal substances • analyze the impact of diverse and potentially-harmful substances on present and future health (e.g., tobacco, illegal drugs, inhalants) investigate the legal consequences of possession, use, and/or sale of illegal substances • research the possible life altering effects of alcohol and drug abuse on self and others (e.g., HIV/AIDS, sexually transmitted diseases, hepatitis, contraception, fetal alcohol syndrome, date rape, unplanned pregnancy, injuries, illness, death)
Common Core Standards	*ELA: RI.9.1-10, W.9.1-10* *Science: 5.1.12.D.1 Technology: 8.1.12.A.4* *21st Century Life/Careers: 9.1.12.A.1-3, 9.1.12.C.4-5, 9.3.12.C.18-19*
Unit title:	**Abusive Behaviors**
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to determine illegal and legal medications and substances. Students will be able to compare and contrast the risks and benefits of experimental medicinal and herbal substances. Students will be able to determine the impact of harmful substances on present and future health.
Assessments	• Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, *PowerPoint* presentations, video streaming, podcasting • Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

	Curriculum Map for 9th Grade Health
Essential Questions	• What factors influence the development of positive interaction with others?
Big Ideas/Content	• examine diverse human behaviors and relationships (e.g., family, friends, romantic relationships, gender roles, identity) • analyze personal relationship choices and growth over time • research the effect of technology on the development of global relationships • present challenges to relationships in the 21st century using digital tools • predict the consequences of teen sexual activity on future plans • compare and contrast the effectiveness of abstinence versus contraceptive measures • determine good health practices that protect human reproduction • evaluate methods to confirm and sustain healthy pregnancies
Common Core Standards	*ELA: RI.9.1-10, W.9.1-10* *Science: 5.1.12.D.1* *Technology: 8.1.12.A.4, 8.1.12.E.1, 8.1.12.F.2* *World Language: 7.1.NM.A.3* *Social Studies: 6.1.12.D.14.e, 6.1.12.D.16.a* *21st Century Life/Careers: 9.1.12.A.1-3, 9.1.12.C.4-5, 9.3.12.C.18-19*
Unit title:	**Human Relationships**
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to identify the human behaviors and relationships. Students will be able to identify impacts of technology on global relationships. Students will be able to determine good health practices.
Assessments	• Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, *PowerPoint* presentations, video streaming, podcasting • Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

9th Grade Unit Plan Maintaining Wellness

	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9
Essential Questions/Big Ideas	**What is health? What are the consequences of our choices in terms of wellness**	**What is nutrition? What is a healthy diet?**	**What are healthy behaviors? What are risks behaviors?**	**What is physical fitness? What are the benefits of exercise? How does exercise reduce illness and disease?**	**What is stress? How can we manage stress?**
Standards For unit	*ELA: RI.9.1-10 Science: 5.1.12.D.1 Technology: 8.1.12.A.4 World Language: 7.1.NM.A.3 Social Studies: 6.1.12.D.14.e, 6.1.12.D.16.a 2 1st Century Life/Careers: 9.1.12.A.1-3, 9.1.12.C.4-5, 9.3.12.C.18-19*	*ELA: RI.9.1-10 W.9.1-10 Science: 5.1.12.D.1 Technology: 8.1.12.A.4 World Language: 7.1.NM.A.3 Social Studies: 6.1.12.D.14.e, 6.1.12.D.16.a 2 1st Century Life/Careers: 9.1.12.A.1-3, 9.1.12.C.4-5, 9.3.12.C.18-19*	*ELA: RI.9.1-10 W.9.1-10 Science: 5.1.12.D.1 Technology: 8.1.12.A.4 World Language: 7.1.NM.A.3 Social Studies: 6.1.12.D.14.e, 6.1.12.D.16.a 2 1st Century Life/Careers: 9.1.12.A.1-3, 9.1.12.C.4-5, 9.3.12.C.18-19*	*ELA: RI.9.1-10 W.9.1-10 Science: 5.1.12.D.1 Technology: 8.1.12.A.4 World Language: 7.1.NM.A.3 Social Studies: 6.1.12.D.14.e, 6.1.12.D.16.a 2 1st Century Life/Careers: 9.1.12.A.1-3, 9.1.12.C.4-5, 9.3.12.C.18-19*	*ELA: RI.9.1-10 W.9.1-10 Science: 5.1.12.D.1 Technology: 8.1.12.A.4 World Language: 7.1.NM.A.3 Social Studies: 6.1.12.D.14.e, 6.1.12.D.16.a 2 1st Century Life/Careers: 9.1.12.A.1-3, 9.1.12.C.4-5, 9.3.12.C.18-19*
Lesson plan titles	**Healthy Lifestyle Exploring Health Consequence of Unhealthy Behaviors**	**Nutrition Junk Food and its Impact Benefits of Healthy Diet**	**Healthy Behaviors Risky Behaviors**	**Teens & Exercise Illness and Disease Prevention**	**Stress Factors Stress Reduction Stress Management**
Activities	Identify types of health: physical, mental, social/emotional Review lifestyle factors that impact health Personal Health Inventory Food Journal	Define Nutrition Explore the benefits of healthy diet analyze the contributions of each nutrient class to good health (e.g., fats, carbohydrates, protein, water, minerals) research dietary trends of young adults analyze the impact of the media on the dietary habits and choices of young adults	Review healthy behaviors vs risky behaviors Read 7 Habits of Highly Effective Teens Chapter Summaries/Group Discussion/Pair Shares Watch Video 7 Habits of Highly Effective Teens Complete 7 Habits Road Map to Success and create PPT	relationship of nutrition and physical exercise to weight management Explore different types of exercise cardio vs strength training and the benefits Explore how exercise impacts different parts of the body Personal Fitness Goals and Diary	Identify stress factors Review difference between good and bad stress Identify the negative impacts stress can have on physical and mental health Identify stress reductions strategies Identify local resources for teen that need mental health support
Assessments	Self-Reflection Essay on Personal Health 3 good habits 3 bad habits and Health Action Plan Electronic Journal	Healthy Food Campaign Brochure Dietary Trend Research Project Electronic Journal	PPT Electronic Journal	Fitness Project Electronic Journal	Stress Management Plan assimilate knowledge of health & wellness in an authentic presentation (e.g., advice column, group presentation, poster, skit)

	Lesson Plan
Title	**Stress Management**
Objectives/Goals	Students will be able to: • recognize and participate in personal strategies to manage stress, change and emotions • identify stress management skills • recognize and participate in leisure and recreational opportunities • identify positive friendships, role models and personal support systems
Materials/Environment	• Large open space Roll of masking tape • Sheets of 8½ x 11 inch paper • Bandanas or scarves for blindfolds • Worksheet: Stress and Me
Procedure	• 1. Introduction: Definition of stress (10 minutes) Ask students for a definition of stress. Stress is the body's response to any demand or pressure. It is a natural response. Stress can have healthy or unhealthy effects on our lives. For example, when we know we have a big test coming up, it can give us the motivation to study. But if we become too stressed about the test, it can prevent us from focusing. Divide the class into groups of three to four. Ask each group to take three minutes and brainstorm as many things as possible that cause stress in our lives. Time the activity and call stop at the end of the three minutes. Ask each group to pick the top two stressors and write each on a separate 8½ x 11 inch piece of paper. Have students share the stressors that their groups have chosen. Try to ensure that each group has chosen different stressors. • 2. Activity: Potholes (15 minutes) Prepare for this activity by using masking tape to make a large rectangle (approximately six feet by 15 feet) in a large open room (e.g., a classroom with desks pushed to the side, a gym or a wide hallway). Collect the sheets of paper that the students have written their top stressors on, and place them inside the rectangle in a random order. Discuss the significance of the rectangle and the sheets: the rectangle is like a road we have to navigate in our daily life, and the pieces of paper are "potholes" that represent the stresses we face along the road. Ask for a volunteer to walk from one side of the rectangle to the other while blindfolded, without touching any of the potholes. Have the volunteer choose another student to be their guide (their supporter) to get them around the potholes. This supporter will be able to offer verbal directions to the blindfolded student. Meanwhile, split the remainder of the class into two groups. Have them stand on opposite sides of the rectangle. One group will shout out positive, supportive comments (such as, "You can do it!" or "Almost there!") while the other group does the opposite, shouting out negative messages. • 3. Recognizing and responding to stress (15 minutes) Debrief the activity by facilitating a discussion about how we respond to stress. Have students complete the "Stress and Me" worksheet to explore their personal responses and coping strategies for stress • 4. Closure: Key messages (5 minutes)
Assessment	Stress and Me Worksheet
Differentiation Strategies	Have a list of key definitions or terms to provide for students. Have step by step group instructions listed and provide to each for students that require.

Grade 9 Algebra – Curriculum Map

Unit 1 – Relationships between Quantities and Reasoning with Equations	
Essential Questions / Big Ideas	1. How are numbers and units used in real-world situations? 2. What are the parts of an algebraic expression and what do they represent in a real-world situation? 3. What is the difference between an expression and an equation? 4. How do the properties of equality and order of operations extend to support the solving of an equation? 5. Why is it important to be able to solve linear equations and inequalities in one variable? 6. How do you graphically represent solutions to a linear equation and the values that define linear inequalities?
Standards	**A.SSE.1** Interpret expressions that represent a quantity in terms of its context: a.) Interpret parts of an expression, such as terms, factors, and coefficients; b.) Interpret complicated expressions by viewing one or more of their parts as single entity. **A.REI.1** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. **A.REI.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. **N.Q.1** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. **N.Q.2** Define appropriate quantities for the purpose of the descriptive modeling. **N.Q.3** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. **A.CED.1** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. **A.CED.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. **A.CED.3** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. **A.CED.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Understand the structure of algebraic expressions and polynomials • Understand general linear equations and their graphs and extend this to work with absolute value equations, linear inequalities, and systems of linear equations • Use properties of equality and order of operations to solve an equation by using inverse operations • Solve equations and inequalities giving all the values of a variable that make the equation/inequality true • Graphically represent linear equations and inequalities
Assessments	Performance activities, quizzes, formative assessments

Unit 2 – Linear and Exponential Relationships	
Essential Questions / Big Ideas	1. How will students identify the different parts of a two-system equation and explain their meaning within the context of the problem? 2. How do students know the most efficient ways to build a function that models a relationship between two quantities? 3. How do students analyze algebraic equations or inequalities to solve problems? 4. Why is it important to understand solving a system of linear and exponential relationships in two variables algebraically and graphically? 5. How might an arithmetic or geometric sequence be connected to an exponential function?
Standards	**F.IF.1**. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f*(*x*) denotes the output of *f* corresponding to the input *x*. The graph of *f* is the graph of the equation *y = f*(*x*). **F.IF.2**. Use function notation; evaluate functions for inputs in their domains; and interpret statements that use function notation in terms of a context. **F.IF.3**. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n + 1) = f(n) + f(n □ 1) for n ≥ 1.* **F.IF.4** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*★ **F.IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. ★ **F.IF.9**. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. **A.REI.5**. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions **A.REI.6**. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. **A.REI.10**. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). **A.REI.11**. Explain why the x-coordinates of the points where the graphs of the equations y=f(x) and y=g(x) intersect are the solutions of the equation f(x) = g(x) find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/ or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★ **A.REI.12**. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
Timing	5-6 weeks

Academic Goals/Benchmarks	Students will be able to: • Write in equivalent forms that represent both linear and exponential functions and construct functions to describe the situation and to find solutions • Apply rules that builds a function that models a relationship between two quantities • Represent equations and inequalities in one variable in various ways and use them to extend the properties of exponents to rational exponents • Understand the relationship between quantities of two systems of equations and the methods to solve two system of linear equations • Model with linear and exponential functions.
Assessments	Performance activities, quizzes, formative assessment

Unit 3 – Expressions and Equations	
Essential Questions / Big Ideas	1. How will students identify the different parts of an expression and explain their meaning within the context of the problem? 2. Why is it important to solve and produce equivalent forms of an expression? 3. When is completing the square useful to reveal the maximum or minimum value of the function it defines? 4. How do students know which method to use in solving quadratic equations? 5. Why is it important to know the operations of integers to understand the properties of polynomials? 6. How can students analyze algebraic equations/inequalities to solve problems? 7. What must students understand in order to create equations that describe numbers or relationships? 8. Why is it important to understand solving a system of linear and quadratic equations in two variables algebraically and graphically?
Standards	**A-SSE.1** Interpret expressions that represent a quantity in terms of its context: a.) Interpret parts of an expression, such as terms, factors, and coefficients; b.) Interpret complicated expressions by viewing one or more of their parts as a single entity. **A-SSE.2** Use the structure of an expression to identify ways to rewrite it. **A-SSE.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression: a.) Factor a quadratic expression to reveal the zeros of the function it defines; b.) Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines; and c.) Use the properties of exponents to transform expressions for exponential functions. **A-APR.1** Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. **A-CED.1** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. **A-CED.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales **A-CED.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. **A-REI.4** Solve quadratic equations in one variable: a.) Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form; b.) Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. **A-REI.5**. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. **A-REI.6**. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables **A-REI.7** Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.
Timing	5-6 weeks
Academic Goals/Benchmarks	Students will be able to: • Represent a quantity in terms of an expression, such as terms, factors, and coefficients by viewing one or more of their

	parts as a single entity. • Write in equivalent forms to find solutions that reveal and explain properties of quadratic expressions from completing the square, factoring, and using properties of exponents. • Apply rules so that polynomials form a system analogous to integers. • Represent equations and inequalities in one variable in various ways and use them to solve problems. • Understand the relationship between quantities of two or more variables through graphing on a coordinate plane system. • Recognize the various methods to solve quadratic equations stemming from an initial form as appropriate: taking the square root, completing the square, using the quadratic formula, and factoring. • Solve systems of linear equations in two variables algebraically and graphically
Assessments	Performance activities, quizzes, formative assessment

Unit 4 – Descriptive Statistics	
Essential Questions / Big Ideas	1. How would you analyze bivariate data using your knowledge of proportions? 2. How would you describe categorical variables? 3. How would you use your knowledge of functions to fit models to quantitative data? 4. How would you interpret the parameters of a linear model in the context of data that it represents? 5. How can you compute correlation coefficients using technology and interpret the value of the coefficient? 6. How do you analyze bivariate data and knowledge of proportions intersect with each other?
Standards	**S.ID.1** Represent data with plots on the real number line (dot plots, histograms, and box plots). **S.ID.2** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. **S.ID.3** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). **S.ID.5** Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies).Recognize possible associations and trends in the data. **S.ID.6** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related; a.) Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models; b.) Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association. **S.ID.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. **S.ID.8** Compute (using technology) and interpret the correlation coefficient of a linear fit. **S.ID.9** Distinguish between correlation and causation.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Show how a linear function can be used to model the relationship between two numerical variables • Describe the similarities and differences between a statistical relationship and a cause-and-effect relationship • Understand and use the correlation coefficient as a measure of how well the data fit the relationship • Use bivariate data to describe categorical associations and fit models to quantitative data
Assessments	Performance activities, quizzes, formative assessment

Unit 5 – Quadratic Functions and Modeling	
Essential Questions / Big Ideas	1. How does each element of the domain correspond to exactly one element of the range? 2. How would you relate and interpret features of relationships represented in a graph, table, and verbal descriptions? 3. How can you represent the same function algebraically in different forms and interpret these differences in terms of the graph or context? 4. What differences are there in the parameters of linear, exponential, and quadratic expressions? 5. How would you model physical problems with linear, exponential and quadratic functions and what role would their parameters play in modeling? 6. How can you find the zeros and roots of a quadratic function? 7. How would you explain the product or sum of rational and irrational numbers?
Standards	**N.RN.3** Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. **F.IF.4** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. **F.IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. **F.IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. **F.IF.7** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases: a.) Graph linear and quadratic functions and show intercepts, maxima, and minima; b.) Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. **F.IF.8** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function: a.) Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context; b. Use the properties of exponents to interpret expressions for exponential functions. **F.IF.9** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.* **F.BF.1** Write a function that describes a relationship between two quantities: a.) Determine an explicit expression, a recursive process, or steps for calculation from a context; b.) Combine standard function types using arithmetic operations **F.BF.3** Identify the effect on the graph of replacing *f(x)* by *f(x) + k, k f(x), f(kx),*and *f(x + k)* for specific values of *k* (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. **F.BF.4** Find inverse functions. Solve an equation of the form *f(x) = c* for a simple function *f* that has an inverse and write an expression for the inverse. **F.LE.1** Distinguish between situations that can be modeled with linear functions and with exponential functions: a.) Prove that

	linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals; b.) Recognize situations in which one quantity changes at a constant rate per unit interval relative to another; c.) Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. **F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). **F.LE.3** Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. **F.LE.5** Interpret the parameters in a linear or exponential function in terms of a context.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Present mathematical relationships graphically, in tables, or in verbal descriptions • Model quadratic, linear or exponential functions and use the situation to specify the domain and range as it relates to the understanding of real-world application of algebra concepts. • See the connection between the graph of the equation and the function itself with the coordinates of any point on the graph representing an input and output • Translate between the tabular, graphical, and symbolic representations of a function • Identify key characteristics of functions and use function language and notation to analyze and compare functions • Factor or complete the square to solve the zeros and roots of a quadratic function • Create equivalent forms of linear, exponential and quadratic to analyze and compare functions and features of functions • Represent the same function algebraically in different forms and interpret the differences in terms of the graph or context. • Recognize that the sum or product of two rational numbers is rational and can be explained by arguing that the sum of two fractions with an integer numerator and denominator is also a fraction of the same type.
Assessments	Performance activities, quizzes, formative assessment

Grade 9 Mathematics – Unit Plan – Relationships between Quantities and Reasoning with Equations

	Week 1	Week 2	Week 3	Week 4	Week 5
Essential Questions	How are numbers and units used in real-world situations? What are the parts of an algebraic expression and what do they represent in a real-world situation?	What are the parts of an algebraic expression and what do they represent in a real-world situation? What is difference between an expression and an equation?	How do the properties of equality and order of operations extend to support the solving of an equation?	Why is it important to be able to solve linear equations and inequalities in one variable?	Why is it important to be able to solve linear equations and inequalities in one variable? How do you graphically represent solutions to a linear equation and the values that define linear inequalities?
Standards	N.Q.1, N.Q.2, N.Q.3, A.SSE.1	A.SSE.1, A.CED.1	A.CED.1, A.CED.2, A.CED.3	A.CED.1, A.CED.2, A.CED.3, A. REI.1	A.REI.1, A.REI.3
Lesson Plan Title(s)	Reason Quantitatively & Use Units to Solve Problems Interpret the Structure of Expressions	Using Expressions and Equations to Describe Relationships	Solve Equations for One Variable Use Equations to Solve Real-World Problems	Solve Equations to Explain Reasoning Use Equations to Solve Real-World Problems Use Inequalities to Solve Real-World Problems	Use Equations to Solve Real-World Problems Use Inequalities to Solve Real-World Problems
Activities	Solve and discuss contextual problems that require an understanding of derive measurements and capability in unit analysis Propose and discuss best quantities to use to solve a problem Use expressions to represent real-world problems	Use expressions to represent real-world problems Create linear, quadratic, rational and exponential equations and inequalities in one variable and use them in a contextual situation to solve problems.	Create linear, quadratic, rational and exponential equations and inequalities in one variable and use them in a contextual situation to solve problems.	Write and use a system of equations and/or inequalities to solve a real-world problem Construct a convincing argument that justifies each step in the solution process that may include properties, combining like terms, multiplication by 1, etc. Use properties of operations to solve equations	Construct a convincing argument that justifies each step in the solution process that may include properties, combining like terms, multiplication by 1, etc. Use properties of operations to solve equations

Assessments	Learning tasks, exit slips, teacher-made quizzes	Learning tasks, exit slip, teacher-made quizzes	Learning task, formative assessment lesson, exit slips, teacher-made quizzes	Learning tasks, formative assessment lesson, exit slips, teacher-made quizzes	Learning task, Unit Review task, Unit assessment
Needed materials	Example problems handout; measurement conversion charts; online Learning Tasks; practice problem handout	Example problems handout; online Learning Tasks; practice problem handout	Instructional videos, example problems handout; online Learning Tasks; practice problem handout	Instructional videos, example problems handout; online Learning Tasks; practice problem handout	Instructional videos, example problems handout; online Learning Tasks; practice problem handout

Grade 9 Mathematics – Lesson Plan – Use Equations to Solve Real-World Problems

Objectives/Goals	Students will write and solve equations to solve real-world problems.
Materials/Environment	Textbook resource, online video, warm-up and practice problems, EdisonLearning Algebra 1 eCourse – Unit 2, Lessons 11 and 15, EdisonLearning CCSS Classroom Connector – Equations and Inequalities with One Variable
Procedure	1. Have students complete 3-5 warm-up problems that assess their performance on solving one-step and two-step equations. Display the solution for each problem and discuss any students found difficult. 2. Use the video at http://www.teachertube.com/video/solving-2-step-equations-237084 to review how to solve two-step equations. 3. Provide a detailed demonstration and explanation on how to set up a one- or two-step equation to solve a real-world problem. (Use eCourse lessons) 4. Have students work in partners or small groups to practice real-world problems and check their understanding and performance. 5. Provide additional instruction to students who are struggling to solve the problems. 6. Give students practice problems to solve independently (see CCSS Classroom Connector or textbook resource).
Assessment	Small-group work on practice problems; exit slip on writing and solving an equation for a real-world problem
Differentiation Strategies	Remedial – Have students use concrete models such as Algebra tiles to solve equations so they can verbalize what they are doing through words, pictures, and numbers. Have students restate word problems in their own words to help write a matching equation. (Use Reteaching part of Algebra 1 eCourse and Foundational part of the CCSS Classroom Connector) Advanced – Provide students with more complex options for both learning and assessment. (Use the Extension part of the Algebra 1 eCourse and the Extended Thinking part of the CCSS Classroom Connector)
Reflection	Have a whole-group discussion with students when they will share what they learned about the real-life application of solving equations.

Grade 10 English Language Arts – Curriculum Map

Unit 1: What does it mean to be civilized?	
Essential Questions / Big Ideas	1. What does it mean to be civilized? 2. Are some societies more or less civilized than others? 3. What is necessary to ensure civilized behavior in the individual? 4. Do children need to be taught to be civilized? 5. What causes us to lose civilized behavior?
Standards	RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story told in both print and multimedia), determining which details are emphasized in each account. W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. L.9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to read, write, and reflect on how the individual and his/her experiences relate to the idea of civilization as individuals and as a society.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion

Unit 2: Independent Thought in Society	
Essential Questions / Big Ideas	1. What is the value of being able to think freely? 2. What is the value of learning why something is done vs. learning how something is done? 3. What is true happiness? Does knowledge contribute to it or inhibit it? 4. How do people engage in social protest? 5. How do the genres of science fiction and dystopia enable us as readers to explore meaning in our lives differently than other genres?
Standards	RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). RL.9-10.10: By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story told in both print and multimedia), determining which details are emphasized in each account. W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. L.9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Timing	4-5 weeks

Academic Goals/Benchmarks	Students will be able to read, write, and reflect on how the individual and his/her experiences relate to the idea of civilization as individuals and as a society.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

Unit 3: Leadership	
Essential Questions / Big Ideas	1. What are the qualities and responsibilities of a good leader? 2. What are the key factors in determining the success or failure of a leader? 3. How does a leader affect a group or society? 4. When should we follow the guidance of others and when should we follow our own conscience? 5. How does a person make ethical choices? 6. What makes a person persuasive?
Standards	RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter) RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an authors uses rhetoric to advance that point of view or purpose. RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story told in both print and multimedia), determining which details are emphasized in each account. RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. RI.9-10.10: By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

	W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. L.9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to read, write, and reflect on how the individual and his/her experiences relate to the idea of effective leadership.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

Unit 4: What is my responsibility towards others?	
Essential Questions / Big Ideas	1. What is empathy? Why is it an important human characteristic? 2. What is an individual's duty to others? 3. What can the struggles of others teach us about ourselves? 4. Can hope and despair coexist? 5. Is it ever right to do the wrong thing?
Standards	CC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.9-10.R.L.3 Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.9-10.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). CC.9-10.R.L.5 Craft and Structure: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CC.9-10.R.L.6 Craft and Structure: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. CC.9-10.R.L.7 Integration of Knowledge and Ideas: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). CC.9-10.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. CC.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC.9-10.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.9-10.R.I.3 Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). CC.9-10.R.I.5 Craft and Structure: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). CC.9-10.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

	CC.9-10.R.I.7 Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CC.9-10.R.I.9 Integration of Knowledge and Ideas: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts. CC.9-10.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. CC.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CC.9-10.L.3.a Knowledge of Language: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to read, write, and reflect on how the individual and his/her experiences relate to the idea of the individual's responsibility towards others.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

Unit 5 - The Early Development of the American Dream, Relationships and Dreams	
Essential Questions / Big Ideas	1. How does one reconcile conflicts between personal beliefs and the "good of the society"? 2. When is it appropriate for individuals to challenge the beliefs or values of society? 3. How did the early American Dream develop?
Standards	RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter) RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an authors uses rhetoric to advance that point of view or purpose. RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story told in both print and multimedia), determining which details are emphasized in each account. RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. RI.9-10.10: By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of

	ideas, avoiding plagiarism and following a standard format for citation. W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. L.9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Identify and examine, in the writings of Benjamin Franklin or Booker T. Washington, traits often characterized as typically American • Identify, analyze and, in some cases, imitate rhetorical elements in the writing of Franklin, Henry, Jefferson, Paine and Wheatley • Identify the characteristics of the early American Dream, as outlined by early Americans like Benjamin Franklin and Abraham Lincoln • Examine the early periods of the new American nation and the development of the American Dream • Examine how the American Dream persisted but was and is tested by society • Identify how individuals continue to strive for the American Dream
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

Unit 6 - Poetry (Fiction)	
Essential Questions / Big Ideas	1. How does poetry reveal what we might not otherwise recognize? 2. How is poetry different than prose? 3. How is it similar?
Standards	RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. L.9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Timing	3-4 weeks
Academic Goals/Benchmarks	The students will be able to: • Define and offer examples of various forms of poetry. • Identify the form, rhyme scheme, and meter of poems studied. • Define and explain poetic devices, such as alliteration, assonance, consonance, and enjambment, and describe the ways in which they help reveal the theme(s) of the poem. • Recognize and explain the distinguishing characteristics of various kinds of poetry, such as ballads, odes, lyric poetry, blank verse, haiku, and sonnets. • Describe how poetry differs from prose and explain why authors would choose one form over another for a particular purpose. • Complete a literary research paper, citing at least three sources.
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

B.

	"These are strange times, my dear": How do Authors Use Rhetoric and Word Choice to Develop Ideas and Claims? 10th Grade English Unit Plan					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Essential Questions/Big Ideas	Learners explore the impact of authors' choices regarding how to develop and relate elements of a text.. Learners analyze Martin Luther King Jr.'s historical "Letter from Birmingham Jail" as well as three poems from poets with diverse cultural experiences	Learners explore the impact of authors' choices regarding how to develop and relate elements of a text.. Learners analyze Martin Luther King Jr.'s historical "Letter from Birmingham Jail" as well as three poems from poets with diverse cultural experiences	Learners explore the impact of authors' choices regarding how to develop and relate elements of a text.. Learners analyze Martin Luther King Jr.'s historical "Letter from Birmingham Jail" as well as three poems from poets with diverse cultural experiences	Learners explore the impact of authors' choices regarding how to develop and relate elements of a text.. Learners analyze Martin Luther King Jr.'s historical "Letter from Birmingham Jail" as well as three poems from poets with diverse cultural experiences	Learners explore the impact of authors' choices regarding how to develop and relate elements of a text.. Learners analyze Martin Luther King Jr.'s historical "Letter from Birmingham Jail" as well as three poems from poets with diverse cultural experiences	Learners explore the impact of authors' choices regarding how to develop and relate elements of a text.. Learners analyze Martin Luther King Jr.'s historical "Letter from Birmingham Jail" as well as three poems from poets with diverse cultural experiences
Standards	CCRA.R.5 CCRA.R.6 RL.9-10.1 RL.9-10.2 RL.9-10.4	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.1 RL.9-10.2	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RI.9-10.1	RL.9-10.2 RL.9-10.4 RL.9-10.6 RI.9-10.3 RI.9-10.4	RI.9-10.5 RI.9-10.6 RI.9-10.8 RI.9-10.9 W.9-10.2.a-f	RI.9-10.5 RI.9-10.6 RI.9-10.8 RI.9-10.9 W.9-10.2.a-f

	RL.9-10.9 W.9-10.2.b, d W.9-10.9 SL.9-10.1.a L.9-10.4.a L.9-10.5	RL.9-10.3 RL.9-10.4 W.9-10.2 W.9-10.9 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.5	RI.9-10.2 RI.9-10.3 RI.9-10.6 W.9-10.2.b W.9-10.4 W.9-10.9 SL.9-10.1.a, c, e SL.9-10.4 L.9-10.1.a, b L.9-10.2.a L.9-10.4 L.9-10.5	RI.9-10.5 RI.9-10.6 RI.9-10.8 W.9-10.2.a-f W.9-10.9.a, b SL.9-10.1.a-e L.9-10.1.a L.9-10.2.a L.9-10.4.a, b L.9-10.5.a	W.9-10.9.b SL.9-10.1.a-e L.9-10.1 L.9-10.2 L.9-10.4.a, b L.9-10.5.a	W.9-10.9.b SL.9-10.1.a-e L.9-10.1 L.9-10.2 L.9-10.4.a, b L.9-10.5.a
Lesson plan titles	“We cannot go to the country / for the country will bring us / no peace”	“For one does not alter history without conviction.”	“I won’t let her change me, I promised myself. I won’t be what I’m not.”	“The cup of endurance runs over”	“No flies fly into a closed mouth”	: “...to lift men everywhere to a higher standard of life and to a greater enjoyment of freedom.”
Activities	“The Passionate Shepherd to His Love” by Christopher Marlowe “The Nymph’s Reply to the Shepherd” by Sir Walter Raleigh “Raleigh Was	“The Palace Thief” by Ethan Canin Read closely for textual details Annotate texts to support comprehension and analysis Engage in	“Rules of the Game” and “Two Kinds” from The Joy Luck Club by Amy Tan “Dreaming of Heroes” (excerpt pp. 73-87) from	“Letter from Birmingham Jail” by Martin Luther King, Jr. “In This Blind Alley” by Ahmad Shamlu “Freedom” by Rabindranath Tagore	“A Genetics of Justice” by Julia Alvarez “Remembering To Never Forget” by Mark Memmott Read closely for textual details Annotate texts to support	The Universal Declaration of Human Rights “On the Adoption of the Universal Declaration of Human Rights” by Eleanor Roosevelt “Address to the United Nations

	Right" by William Carlos Williams Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive, evidence-based discussions about text Collect and organize evidence from texts to support analysis in writing Make claims about and across texts using specific textual evidence Develop and incorporate domain-specific vocabulary in written and verbal responses	productive evidence-based discussions about the text Collect and organize evidence from the text to support analysis in writing Make claims about the text using specific textual evidence Incorporate newly learned vocabulary in written and verbal responses Express and analyze evolving impressions of the text as it advances	Friday Night Lights by H. G. Bissinger Kinds" from The Joy Luck Club by Amy Tan "Dreaming of Heroes" (excerpt pp. 73-87) from Friday Night Lights by H. G. Bissinger Determine meaning of unknown vocabulary Provide an objective summary of the text Paraphrase and quote relevant evidence from a text Critique one's own writing and peers' writing	"Women" by Alice Walker Engage in productive evidence-based conversations about text Collect evidence from texts to support analysis Determine meaning of unknown vocabulary Question texts during reading to deepen understanding Analyze the impact of an author's choices Independently preview text in preparation for supported analysis Provide an objective summary of the text Paraphrase and	comprehension and analysis Engage in productive evidence-based conversations about text Collect evidence from texts to support analysis Determine meaning of unknown vocabulary Independently preview text in preparation for supported analysis Paraphrase and quote relevant evidence from a text Write original evidence-based claims Generate and respond to questions in scholarly discourse	Youth Assembly" by Malala Yousafzai Read closely for textual details Annotate texts to support comprehension and analysis Delineate an argument, assessing evidence and reasoning Engage in productive, evidence-based conversations about text Collect evidence from texts to support analysis Organize evidence to plan around writing Determine meaning of unknown vocabulary Question texts during reading to

			Revise writing Generate and response to questions in scholarly discourse Present information, findings, and evidence clearly, concisely, and logically	quote relevant evidence from a text Delineate and evaluate an argument Write original evidence-based claims Generate and respond to questions in scholarly discourse		deepen understanding Make connections to other texts, ideas, cultural perspectives, etc. Analyze the impact of an author's choices
Assessments	Students write a multi-paragraph response to the following prompt: How does Williams draw upon and transform the central ideas established by Marlowe and Raleigh? Cite evidence to support your response.	Students write a multi-paragraph response to the following prompt: How has Hundert developed over the course of this text? Cite evidence to support your response. End-of-Unit: Students write a multi-paragraph	Over the course of this module, students have read Ethan Canin's "The Palace Thief," two chapters from Amy Tan's The Joy Luck Club, and a chapter from H. G. Bissinger's Friday Night	Students write a formal, multi-paragraph response to the following prompt: Determine a purpose in "Letter from Birmingham Jail" and analyze how King uses rhetoric and specific word choices to	Students write a formal, multi-paragraph response to the following prompt: How does Alvarez develop the claim she makes in paragraph 15? Students write a formal, multi-paragraph response to the following prompt: How does the	Students write a formal, multi-paragraph response to the following prompt: Delineate the argument in each of the unit texts and analyze how the authors develop a common central claim.

		response to the following prompt: What central idea does Canin develop in "The Palace Thief"? In your analysis, consider how the narrator and his interaction with other characters develop this idea. Use three to six vocabulary words from this unit in your response.	Lights. For this assessment, students write a multi-paragraph response to the following prompt: Select a relationship from one of these texts. How does this relationship develop a central idea over the course of your chosen text?	advance that purpose. End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Analyze how King develops and refines his claims to advance his purpose.	sentence "No flies fly into a closed mouth" (par. 21) develop and refine one of Alvarez's ideas in "A Genetics of Justice"?	

C.

	"Letter from Birmingham Jail" **10th Lesson Plan**
Title	"Letter from Birmingham Jail"

Objectives/Goals	Determine a purpose in “Letter from Birmingham Jail” and analyze how King uses rhetoric and specific word choices to advance that purpose.
Materials/Environment	Preparation Read and annotate “Letter from Birmingham Jail,” “In This Blind Alley,” “Freedom,” and “Women.” Number the paragraphs in “Letter from Birmingham Jail,” the stanzas in “In This Blind Alley,” and the lines in “Freedom” and “Women.” Review the Short Response Rubric and Checklist. Review the 10.2.1 Mid-Unit and End-of-Unit Text Analysis Rubrics. Review all unit standards and post in classroom. Materials/Resources Copies of “Letter from Birmingham Jail,” “In This Blind Alley,” “Freedom,” and “Women” Self-stick notes for students Writing utensils including pencils, pens, markers, and highlighters Methods for collecting student work: student notebooks, folders, etc. Access to technology (if possible): interactive whiteboard, document camera, and LCD projector Copies of handouts and tools for each student: see Materials list in individual lesson plans Copies of the 10.2.1 Mid-Unit and End-of-Unit Text Analysis Rubrics
Procedure	Outline the goals for this module and unit. Explain to students that the second module of the year relies on poetry and informational texts to analyze how central ideas about human rights develop and interact within a text. The module also allows students to explore the impact of authors’ choices regarding how to develop and relate elements of a text. In this first unit of the module, students analyze Martin Luther King Jr.’s historical “Letter from Birmingham Jail” as well as three poems from poets with diverse cultural experiences. Distribute a copy of the 10.2 Common Core Learning Standards Tool to each student. Inform students that in this lesson they begin to work with a new standard: RI.9-10.4. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it. . Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard. Have students listen to a Masterful Reading of paragraphs 1–39 of “Letter from Birmingham Jail,” (from “My dear fellow clergymen” to “Yours for the cause of Peace and Brotherhood, Martin Luther King, Jr.).

	Inform students that they will follow along and pause at six points during the letter (after paragraphs 5, 11, 18, 21, 25, and 39) to write down their initial questions and reactions to the letter. Lead a brief class share out of students' initial reactions and questions. Remind students that as they analyze the text throughout the unit, they will answer many of these initial questions. Instruct students to form small groups. Post or project the questions below for students to discuss. Instruct student groups to reread the salutation and first paragraph of the letter (from "My dear fellow clergymen" to "what I hope will be patient and reasonable terms") and answer the following questions before sharing out with the class. Provide students with the following definitions: fellow means "belonging to the same class or group; united by the same occupation, interests, etc.; being in the same condition" and clergymen means "religious leaders." Explain to students that throughout this unit the recipients of King's letter are referred to either as his addressees or his "fellow clergymen" so as to distinguish them from the wider audience who has read this letter since it was published just after King wrote it. Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses. Students listen and read the Quick Write prompt. Display the prompt for students to see, or provide the prompt in hard copy. Remind students of their work with the Short Response Rubric and Checklist in Module 10.1. Review the rubric and checklist as necessary. Also, consider reminding students of their work with the Integrating and Citing Quotations Handout in Module 10.1. Review the handout as necessary. Transition students to the independent Quick Write. Students independently answer the prompt, using evidence from the text. Closing: Display and distribute the homework assignment. For homework, instruct students to read paragraphs 1–5 (from "While confined here in the Birmingham city jail" to "left the Negro community with no other alternative") and annotate for King's reasons for being in Birmingham. Also, instruct students to box any unfamiliar words from paragraphs 1–5 and look up their definitions. Instruct students to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text. Homework:

	Read paragraphs 1–5 and annotate for King's reasons for being in Birmingham. Box any unfamiliar words from paragraphs 1–5 and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.
Assessment	Learners determine King's purpose in "Letter from Birmingham Jail" and analyze how he uses rhetoric and specific word choices to advance that purpose. Learners craft a multi-paragraph response analyzing how King develops and refines his claims to advance his purpose.
Differentiation Strategies	In order to provide initial context, students will listen to the whole text in the Masterful Reading. If students struggle to answer this question, consider asking the following scaffolding questions. What words could replace confined as King uses it in the first sentence of the letter? What is the impact of the opening phrase of the letter? Words like trapped, held, kept, etc. could replace confined. Beginning the letter with "While confined here" creates sympathy for King and generates interest about why King is in jail. Students write the definition of confined on their copy of the text or in a vocabulary journal. What is the physical environment in which King is writing the letter?
Reflection	1. What went well in this lesson? Why? 2. What problems did I experience? Why? 3. Was it "student centered"? Should it have been? 4. What could I have done differently? 5. What did I learn from this experience that will help me in the future?

Grade 11 Algebra 2 – Curriculum Map

Unit 1 – Model and Reason with Equations and Expressions	
Essential Questions / Big Ideas	1. What relationships between quantities can be modeled by functions? 2. What does it mean to solve equations graphically? 3. What are the similarities and differences between linear, quadratic, and exponential functions? 4. What do extraneous solutions represent? 5. How does the arithmetic of rational numbers relate to simplifying rational expressions?
Standards	**A-CED.1**. Create equations and inequalities in one variable **including ones with absolute value** and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. **A-CED.2**. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. **A-CED.3**. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. **A-CED.4**. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. **A-REI.2.** Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. **A-REI.11.** Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Model different types of relationships between quantities with different types of functions. • Use graphs to visually represent solution sets of equations and inequalities. • Recognize that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers.
Assessments	Performance activities, quizzes, formative assessments

Unit 2 – Structure in Expressions and Arithmetic with Polynomials	
Essential Questions / Big Ideas	1. How can you write an algebraic expression to represent a quantity in terms of its context? 2. How can you identify or write an expression to represent a real-world problem? 3. How can you use arithmetic operations on polynomials? 4. How can you identify the relationship between zeros and factors of polynomials? 5. How can you use polynomials to describe numerical relationships and to solve problems? 6. How can you use the Remainder Theorem and the Binomial Theorem to expand powers of expressions?
Standards	**A-SSE.1.** Interpret expressions that represent a quantity in terms of its context: a.) Interpret parts of an expression, such as terms, factors, and coefficients; b.) Interpret complicated expressions by viewing one or more of their parts as a single entity **A-SSE.2.** Use the structure of an expression to identify ways to rewrite it. **A-SSE.4.** Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. **APR.1.** Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. **A-APR.2.** Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x – a$ is $p(a)$, so $p(a) = 0$ if and only if $(x – a)$ is a factor of $p(x)$. **A-APR.3.** Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. **A-APR.4.** Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.* **A-APR.5.** Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.**(+)** **A-APR.6.** Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system. **A-APR.7.** Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Interpret expressions that represent a quantity in terms of its context; identify and rewrite its structure • Solve problems using the formula for the sum of a finite geometric series (when the common ratio is not 1) • Recognize that polynomials form a system analogous to the integers which are closed under the operations of addition, subtraction and multiplication • Use polynomial identities to describe numerical relationships. • Apply the Remainder Theorem for a polynomial p(x). • Identify zeros of polynomials when suitable factorizations are available and used to construct a rough graph of the function defined by the polynomial • Recognize that the Binomial Theorem is for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers and known and applied.
Assessments	Performance activities, quizzes, formative assessments

Unit 3 – Functions	
Essential Questions / Big Ideas	1. What is a function and how does it model a relationship between two quantities? 2. How would you write a function that describes a relationship between two quantities? 3. What are the differences and similarities between real and complex solutions of polynomial equations? Explain graphically or algebraically. 4. How do you differentiate between an exponential and a logarithmic function? 5. How and when do we use laws of logarithms?
Standards	**F-IF.4**. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. **F-IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. **F-IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. **F-IF.7** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases: a.) Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions; b.) Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior; c.) Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. **F-IF.8** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. **F-IF.9** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). **F-BF.1** Write a function that describes a relationship between two quantities: a.) Combine standard function types using arithmetic operations. **F-BF.3** Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. **F-BF.4** Find inverse functions: a.) Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse **F-LE.4** For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology. [Logarithms as solutions for exponentials.] **N-CN.1**.Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real. **N-CN.2**. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. **N-CN.7** Solve quadratic equations with real coefficients that have complex solutions. **N-CN.8** (+) Extend polynomial identities to the complex numbers. *For example, rewrite* $x^2 + 4$ *as* $(x + 2i)(x - 2i)$. **N-CN.9** (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Understand and interpret functions in terms of their context • Represent a function in different ways that help with analysis of the function • Use a function to model the relationship between two quantities • Understand and build new functions from existing functions • Construct and compare linear, quadratic, and exponential models to solve problems • Use real and complex numbers to solve and understand polynomial equations
Assessments	Performance activities, quizzes, formative assessments

Unit 4 – Geometry & Trigonometry	
Essential Questions / Big Ideas	1. How do you write the equation of a circle? 2. What is the angle of rotation, and how is it measured? 3. How can you explain the unit circle? 4. Why do we need radian measure? 5. Why are radians said to be unit-less measures of angles? 6. How can sine, cosine, and tanget functions be defined using the unit circle? 7. What are periodic functions and why is modeling them so important? 8. Why is the Theorem of Pythagoras so essential?
Standards	**G-GPE.3.1.** Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, use the method for completing the square to put the equation into standard form; identify whether the graph of the equation is a circle, ellipse, parabola, or hyperbola, and graph the equation. **F-TF.1.** Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. **F-TF.2.** Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. **F-TF.2.1.** Graph all 6 basic trigonometric functions. **F-TF.5.** Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. **F-TF.8.** Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant.
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Use an equation to define how a circle is a set of points that are measured in radians rather than degrees. • Extend the domain of trigonometric functions using the unit circle. • Measure angles with respect to arc length. • Extend trigonometric functions to all real numbers to describe rotations around the unit circle. • Understand how sinusoids can explain and model real-life phenomena such as the amount of sunlight a city receives on a given day and high/low tides. • Prove the Pythagorean identity $\sin^2 + \cos^2 = 1$ and use it to find sin, cos, or tan given sin, cos, or tan and the quadrant of the angle. • Use the Theorem of Pythagoras to prove many trigonometric identities.
Assessments	Performance activities, quizzes, formative assessments

Unit 5 – Statistics and Probability	
Essential Questions / Big Ideas	1. Why do we study normal distributions? 2. Why is random sampling of a population done when a census is impractical? 3. Do experimental probabilities match theoretical probabilities? 4. How can a researcher select a method of collecting data with as little bias as possible? 5. How does the mean or proportion of a sample compare to the mean or proportion of the population? 6. When does a statistic become extraordinary instead of ordinary? 7. How do you know when the difference between two treatments is statistically significant? 8. How do I know which studies are really accurate? 9. How can probability be used to make fair decisions?
Standards	**S.ID.4.** Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. **S.IC.1.** Understand statistics as a process for making inferences to be made about population parameters based on a random sample from that population. **S.IC.2.** Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?* **S.IC.3.** Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. **S.IC.4.** Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. **S.IC.5.** Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. **S.IC.6.** Evaluate reports based on data**.** **S.MD.6.** (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). **S.MD.7.** (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
Timing	4-5 weeks
Academic Goals/Benchmarks	Students will be able to: • Use normal models that include estimation of areas under the normal curve to answer and model real-life situations • Use sampling methods to make accurate predictions or inferences of population parameters. • Model probabilities found in experimental environment and decide whether they are consistent with theoretical probabilities • Understand that the mean or proportion of a sample is the same as the mean or proportion of a population, within a margin of error • Know that if the difference between the statistics of two treatments is outside of a critical confidence interval, the difference is statistically significant. • Select a method of gathering data from a random sample and understand data by critically differentiating the merit of reports and data encountered in daily life. • Probability can be used to develop strategies and make informed decisions.
Assessments	Performance activities, quizzes, formative assessments

Grade 11 Mathematics – Unit Plan – Structure in Expressions and Arithmetic with Polynomials

	Week 1	Week 2	Week 3	Week 4	Week 5
Essential Questions	How can you write an algebraic expression to represent a quantity in terms of its context? How can you identify or write an expression to represent a real-world problem?	How can you identify or write an expression to represent a real-world problem? How can you use arithmetic operations on polynomials?	How can you use arithmetic operations on polynomials? How can you identify the relationship between zeros and factors of polynomials? How can you use polynomials to describe numerical relationships and to solve problems?	How can you use polynomials to describe numerical relationships and to solve problems?	How can you use the Remainder Theorem and the Binomial Theorem to expand powers of expressions?
Standards	A.SSE.1, A.SSE.2, A.SSE.4	A.SSE.4, A.APR.1	A.APR.1, A.APR.2, A.APR.3	A.APR.4, A.APR.5	A.APR.6, A.APR.7
Lesson Plan Title(s)	Interpret the Structure of Expressions Write Expressions in Equivalent Forms to Solve Problems	Write Expressions in Equivalent Forms to Solve Problems Perform Arithmetic Operations on Polynomials	Factoring Polynomials Understand the Relationship between Zeros and Factors of Polynomials	Use Polynomial Identities to Solve Problems	Rewrite Rational Expressions
Activities	Have students work in pairs with expression cards to match each expression with its simplified version Have students work in pairs or small groups to create their own expression that meet specific criteria and discuss how their expressions can be written in different forms	Have students work together to write expressions to represent real-world problems and then simplify them Have students use Polynomial cards, a coin, and a recording sheet to add, subtract, and multiply polynomials	Have students create posters to display the technique for adding, subtracting, multiplying and factoring polynomials	Students will work in pairs or small groups to solve word problems that use polynomial identities Students will create their own word problems that use polynomial identities	Students will work together to find the quotient and remainder for rational expressions Students will factor polynomials using the Binomial Theorem

Assessments	Learning tasks, exit slips, teacher-made quizzes	Learning tasks, exit slip, teacher-made quizzes, online formative assessment*	Learning tasks, exit slips, teacher-made quizzes	Learning tasks, exit slips, teacher-made quizzes	Learning tasks, Unit assessment
Needed materials	Example problems handout; online Learning Tasks; practice problem handout	Polynomial cards, coins, Polynomial recording sheet, instructional videos, example problems handout; online Learning Tasks; practice problem handout	Instructional videos, example problems handout; online Learning Tasks; practice problem handout	Instructional videos, example problems handout; online Learning Tasks; practice problem handout	Instructional videos, example problems handout; online Learning Tasks; practice problem handout

*http://map.mathshell.org/materials/download.php?fileid=1271

Grade 11 Mathematics – Lesson Plan – Perform Arithmetic Operations on Polynomials

Objectives/Goals	Student will add, subtract, and multiply polynomials
Materials/Environment	Online access for videos and assessment, EdisonLearning CCSS Classroom Connector – Add, Subtract, and Multiply Polynomials, EdisonLearning Algebra eCourse – Unit 1, Lessons 10 and 11, Polynomial cards, coins, activity recording sheet
Procedure	1. Have students complete 3-5 warm-up problems that assess their performance on simplifying expressions. Display the solution for each problem and discuss any students found difficult. 2. Use the video at http://www.teachertube.com/video/adding-and-subtracting-polynomials-50127 to provide a detailed demonstration and explanation on how to add and subtract polynomials. 3. Have students work in partners or small groups to practice addition and subtraction problems (use CCSS Classroom Connector or textbook resource for problems) 4. Provide additional instruction to students who are struggling to solve the problems 5. Check for students' understanding of addition and subtraction and use this data to determine if students are ready to move on to multiplication. 6. When students are ready to move to multiplication, use the video at http://www.teachertube.com/video/multiplying-polynomials-using-area-model-90247 to provide instruction on multiplying polynomials. 7. Have students work in pairs or small groups on a polynomial activity. They will use polynomial cards, a coin, and a recording sheet to add, subtract, and multiply random polynomials. 8. Give students practice problems on all operations to solve independently (see CCSS Classroom Connector or textbook resource).
Assessment	Learning task, exit slip, formative assessment at http://map.mathshell.org/materials/download.php?fileid=1271,
Differentiation Strategies	**Remedial** – Provide additional instruction for a small group of students who struggle to add, subtract, or multiply polynomials (use Reteaching part of Algebra eCourse – Unit 1, Lessons 10 and 11) **Advanced** – Let the students work through addition, subtraction, and multiplication at their own pace and then move to solving real-world problems using polynomials (use Extension part of Algebra eCourse – Unit 1, Lessons 10 and 11)
Reflection	Have a whole-group discussion with students when they will share what they learned about polynomials.

	Curriculum Map for 12th Grade Health
Essential Questions	• What is important to cultivate in a healthy relationship?
Big Ideas/Content	• analyze communication styles (e.g., assertive versus aggressive, passive versus cooperative) • role play effective communicative styles • assess personality using technology • determine the positive and negative outcomes of relationships (e.g., conflict, compromise, disillusion) • research the influence of technology on relationships • assess ways in which technology has contributed to harassment, bullying, and intimidation • reflect on learning in an electronic journal entry • initiate personal career goals project
Common Core Standards	*ELA: RI.12.1-10, W.12.1-10* *Science: 5.1.12.B.3, 5.1.12.C.1-3, 5.1.12.D.1* *Technology: 8.1.12.A.3* *21st Century Life/Careers: 9.1.12.A.1, 9.1.12.C.4-5*
Unit title:	**Cultivating Healthy Relationships**
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to analyze various types of communication styles Students will be able to determine positive and negative outcomes of relationships Students will be able to assess how technology has contributed to harassment, bullying and intimidation.
Assessments	• Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, *PowerPoint* presentations, video streaming, podcasting • Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

	Curriculum Map for 12th Grade Health
Essential Questions	• How can an adolescent recognize and avoid substance abuse?
Big Ideas/Content	abuse (e.g., addiction, cravings, tolerance) • determine the signs of an addictive personality • compile tactics that aid adolescents to avoid substance abuse • dramatize scenarios that illustrate refusal skills • create a visual presentation against addictive behavior (e.g., *PowerPoint* presentation, poster, video clip) • track progress toward wellness goals in an electronic journal
Common Core Standards	*ELA: RI.7.1-10, W.7.1-10* *Mathematics: MD.6* *Science: 51.8.B.2* *Arts: 1.3.8.C.1-2, 1.3.8.D.1-2* *Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5* *21st Century Life/Careers: 9.1.8.A.1-3, 9.1.12.A.1*
Unit title:	**Substance Abuse**
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to Identify various types of abuse Students will be able to Identify treatments for various types of addictions
Assessments	• Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

	Curriculum Map for 12th Grade Health
Essential Questions	• How can an individual make good choices?
Big Ideas/Content	• assess personal core ethics and values regarding health and safety (e.g., appropriate sexual behavior) • discuss the possible correlation between drug and alcohol abuse and negative behaviors (e.g., date rape, sexual assault, sexually transmitted diseases) • research effective self-protection measures (e.g., abstinence and contraception, rules of consent) • investigate lifelong commitments and personal responsibilities to maintain sexual health
Common Core Standards	*ELA: RI.12.1-10, W.12.1-10* *Science: 5.1.12.B.3, 5.1.12.C.1-3, 5.1.12.D.1* *Technology: 8.1.12.A.3* *21st Century Life/Careers: 9.1.12.A.1, 9.1.12.C.4-5*
Unit title:	**Human Sexuality**
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to Identify correlation between drug and alcohol abuse and negative behaviors i.e. date rape, STDs Students will be able to Identify ways to maintain sexual health. Students will be able to identify effective self-protection measures.
Assessments	• Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

	Curriculum Map for 12th Grade Health
Essential Questions	• How can an adolescent recognize and avoid substance abuse?
Big Ideas/Content	• recognize the characteristics of substance abuse (e.g., addiction, cravings, tolerance) • determine the signs of an addictive personality • compile tactics that aid adolescents to avoid substance abuse • dramatize scenarios that illustrate refusal skills • create a visual presentation against addictive behavior (e.g., PowerPoint presentation, poster, video clip
Common Core Standards	*ELA: RI.12.1-10, W.12.1-10* *Science: 5.1.12.B.3, 5.1.12.C.1-3, 5.1.12.D.1* *Technology: 8.1.12.A.3, 8.1.12.F.2* *21st Century Life/Careers: 9.1.12.A.1, 9.1.12.C.4-5, 9.1.12.D.3, 9.1.12.F.1, 9.2.12.A.1-2, 9.2.12.A.5*
Unit title:	**Substance Abuse**
Timing	9 weeks
Academic Goals/Benchmarks	Students will be able to Identify various types of abuse Students will be able to Identify treatments for various types of addictions
Assessments	• Open-ended responses, conclusions and analysis of exploratory activities, journal entries • Self and peer evaluations, teacher observations, journal entries • Quizzes, tests

12th Grade Unit Plan Preventing Substance Abuse

	Week 1-2	**Week 3-4**	**Week 5-6**	**Week 7-8**	**Week 9**
Essential Questions/Big Ideas	**What is substance abuse?**	**What are common addictions? How can addiction be prevented?**	**What are the consequences/impact of substance abuse on your health and relationships?**	**What are external influences? How can you resist peer pressure?**	**How can you make healthy choices and avoid risks?**
Standards For unit	*ELA: RI.12.1-10, W.12.1-10 Science: 5.1.12.B.3, 5.1.12.C.1-3, 5.1.12.D.1 Technology: 8.1.12.A.3, 8.1.12.F.2 21st Century Life/Careers: 9.1.12.A.1, 9.1.12.C.4-5, 9.1.12.D.3, 9.1.12.F.1, 9.2.12.A.1-2, 9.2.12.A.5*	*ELA: RI.12.1-10, W.12.1-10 Science: 5.1.12.B.3, 5.1.12.C.1-3, 5.1.12.D.1 Technology: 8.1.12.A.3, 8.1.12.F.2 21st Century Life/Careers: 9.1.12.A.1, 9.1.12.C.4-5, 9.1.12.D.3, 9.1.12.F.1, 9.2.12.A.1-2, 9.2.12.A.5*	*ELA: RI.12.1-10, W.12.1-10 Science: 5.1.12.B.3, 5.1.12.C.1-3, 5.1.12.D.1 Technology: 8.1.12.A.3, 8.1.12.F.2 21st Century Life/Careers: 9.1.12.A.1, 9.1.12.C.4-5, 9.1.12.D.3, 9.1.12.F.1, 9.2.12.A.1-2, 9.2.12.A.5*	*ELA: RI.12.1-10, W.12.1-10 Science: 5.1.12.B.3, 5.1.12.C.1-3, 5.1.12.D.1 Technology: 8.1.12.A.3, 8.1.12.F.2 21st Century Life/Careers: 9.1.12.A.1, 9.1.12.C.4-5, 9.1.12.D.3, 9.1.12.F.1, 9.2.12.A.1-2, 9.2.12.A.5*	*ELA: RI.12.1-10, W.12.1-10 Science: 5.1.12.B.3, 5.1.12.C.1-3, 5.1.12.D.1 Technology: 8.1.12.A.3, 8.1.12.F.2 21st Century Life/Careers: 9.1.12.A.1, 9.1.12.C.4-5, 9.1.12.D.3, 9.1.12.F.1, 9.2.12.A.1-2, 9.2.12.A.5*
Lesson plan titles	**Teens and Drugs Substance Abuse The Physiological Impact of drugs on Adolescents**	**What is Addiction? Drug Prevention**	**Negative Impact of Drug Addiction Addiction and Suicide**	**Peer Pressure**	**Healthy Choices**
Activities	Define substance abuse and learn key terms/definitions abuse (e.g., addiction, cravings, tolerance) Review statistics on teen substance abuse and how it impacts health and death rate Review the physiological impact substance abuse has on teens Discuss characteristics of addiction Indicators of Alcoholism/ complete Alcoholism Assessment & Resources Project Research drug/substance commonly abused by teens	Define Addiction Identify Addictive Personality Traits Analyze drug prevention programs aimed at teens School Wide Drug Prevention program proposal and debate	Review impact drug addiction has on relationships/families/friends Examine the correlation between teen drug abuse and teen suicide Identify local resources to treat teen drug addiction/substance abuse Interactive NDA Drug Prevention Video and Group Assignment Create PSA/Commercial for Teen Drug Prevention	Define peer pressure Differences between teen and adult peer pressure Identify refusal skills Peer Pressure Scenario Research studies conducted on correlation between peer pressure and teen drug abuse	Define healthy choices Review benefits of healthy choices Identify ways to support peers who are making unhealthy choices Persuasive Essay on Healthy Choices
Assessments	Teen Drug Research Project Electronic Journal	Drug Prevention Proposal Paper and Debate Electronic Journal	PSA Teen Drug Prevention Electronic Journal	Research Paper Electronic Journal	Persuasive Essay assimilate knowledge of substance abuse in an authentic presentation (e.g., advice column, group presentation, poster, skit)

	Lesson Plan
Title	**Deadly Highs**
Objectives/Goals	Students will be able to: • Describe the effects of drugs on the human body, both short-and long-term consequences • Create personal approaches to substance abuse control and prevention
Materials/Environment	• Large bulletin board paper • Markers, colored pencils, paint • Poster board • Overhead, VHS camera, tape, and TV (optional equipment) • Group Evaluation Form handout • Deadly Highs, The Hard Facts handout
Procedure	• What are the different types of drugs being used by young people today? Write the names of these drugs on the board and discuss as a class (use the vocabulary list as a reference. • Make a list of the general questions that arise from the class discussion. • Have students write down these questions and any others like these. Come up with at least 8 to 10 questions. The questions need to be ones most commonly asked by young people and focused on what they want to know. The students will use these questions in the next activity within the lesson. • Divide the class into at least 6 groups (one group for each type of drug listed on the board). Assign students to the groups to ensure each group is well balanced with students who are writers, artists, idea makers, etc. These groups should emulate a mixture of talents as well as personalities. • Assign a different "drug" to each group.he groups are now going to become their own "band" (rock, rap, country, and jazz— whatever they decide as a group). Working together, they will write a song about the drug assigned to them. This is an anti-drug song. Encourage students to make their song rhyme and flow. They can use music that they are familiar with, if needed, or create their own tune. The lyrics must be original from the group. • Students will need to research the effects of their assigned drug and include answers to the questions originally asked in the first section. Along with writing a song, each group needs to come up with a band name and album or CD cover. These also need to reflect an anti-drug message • Once each group has written their song, designed their album and come up with their name and sponsors, they will need to put on a "concert" for the class. Again they have a choice and can use their imagination. They can perform the song as a group, or if available, videotape the song (like a music video) to play for the class. • As each group has a chance to perform, the other students should evaluate the bands using the Group Evaluation Form. Students should complete the form for each group/band performance and be prepared to offer verbal feedback to the performing group after the presentation. Make sure the students include praise along with positive comments about what they learned from the songs. The last question on the sheet asks students to write down the "most positive" thing they learned from the song they heard. • As a closing class discussion, have students share their answers to the last evaluation question. Write their comments on the board, overhead or large bulletin paper. Students will feel knowledgeable and productive as they freely share learned information with other students.

Assessment	Group Song & Performance
Differentiation Strategies	This is a great assignment to introduce differentiated instruction. Not all students learn the same way. Through this assignment, you offer students a chance to demonstrate their learning through a preferred modality—verbal, artistic, graphic, visual, etc. Offering a choice to the lesson design gives students the opportunity to validate their opinions and will promote self-efficiency.

Grade 12 English IV – Curriculum Map

Unit 1 – Hamlet -Semester One	
Essential Questions / Big Ideas	How is the thought process in decision making reflected in the play?
Standards	**R-12-5.1-3, R-12-4.1** Demonstrate initial understanding of literary text by making logical predictions about characters, problems/solutions, plots/subplots, and relationships **R-12-4.5** Identify literary devices as appropriate to genre (i.e., foreshadowing, symbolism, bias) **R-12-5.4-5, R-12-8.3** Demonstrate knowledge and draw inferences relating to author's style or use of literary elements in relation to author's purpose **R-12-4.3, R-12-6.1, R-12-16.1-2, R-12-13** Generate questions and personal responses (text to-text, text-to-self, and text-to-world) before ,during, and after reading to enhance understanding and/or gain new information relating to the text, literary elements and devices, and author's style and purpose **R-12-17.2** Participate in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence **R-12-12.1** Demonstrate ability to monitor comprehension and read critically through techniques such as annotating **R-12-3.1-2** Understand vocabulary in context, as well as in relation to word origin/translation (i.e. connotation) **W-12-14.1-4** Explore and share thoughts, observations and impressions by analyzing a condition of significance and using a range of elaboration techniques (i.e., questioning, comparing ,connecting, interpreting, analyzing) to establish a focus **W-12-3.3, W-12-2.1, W-12-6.5, R-12-6.1** Support conclusions with text references and appropriate key ideas written and orally **W-12-10** Apply the writing process to a response to literature **W-12-7.5, W-12-7.4, W-12-9.1-5** Demonstrate proper use of voice and conventions in writing a response to literature **W-12-11.1-3** Demonstrate the habit of writing extensively by writing with frequency (in and out of school), sharing thoughts, observations, or impressions, and generating topics for writing **W-12-2.3, W-12-14.5-6** Make connections about what has been read (plot/ideas/concepts) to prior knowledge and personal ideas, as well as the broader world of ideas by referring to and explaining relevant ideas, themes, and motifs, potentially leading to new perspectives or insights **W-12-3.1-3** Make and support analytical judgments about the text by establishing an interpretive claim/assertion, making inferences about characters, theme, point of view and author's style, and using specific details and references to the text as support
Timing	Quarter 1- Semester One
Academic Goals/Benchmarks	• Students will be able to: • Analyze literature and offer unique insight into how we • Understand the process of decision making and its consequences • Determine the author's deeper, intended meaning • Demonstrate making connections between the text and broader world applications • Demonstrate the ability to: read critically, find underlying meaning, and interpret the various, intended messages behind the author's words. • Demonstrate understanding of the writing craft including ideas, organization, voice, word choice, sentence fluency, and conventions • Demonstrate citing information in oral and written responses

	• Demonstrate the ability to listen and respond to others • Demonstrate the ability to lead discussion and take responsibility of independent work • Demonstrate continuous participation and preparation
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; continuous and summative assessment; narrative papers; group discussion.

Unit 2 – Personal Statement Unit Semester One

Essential Questions / Big Ideas	How do the people and events in our lives shape us?
Standards	**R-12-17.2** Participate in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence **R-12-3.1-2** Understand vocabulary in context, as well as in relation to word origin/translation (i.e. connotation) **W-12 -4.1** Establishes a coherent story line that addresses the prompt **W-12-4.2** Establishes context, character motivation, problem/conflict/challenge and resolution, setting, and point of view. **W-12-4. 3, 4; W-12- 5.1,5,6** Uses a variety of effective literary devices such as flashback, foreshadowing, figurative language, imagery, relevant and descriptive language to enhance story line/plot **W-12-5.2, 3, 4** Applies narrative strategies such as dialogue, action, diction to establish voice. **W-12-4.5, 5.5** Maintains focus/theme **W-12-1.1-4, 3.4;W-10-4.6; W-12-14.3,5** Uses an organizational structure that allows for a progression of ideas to develop **W-12-9.1-5** Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. **W-12-9.1-5** Occasional errors do not interfere with meaning **W-12-14.1-4** Explore and share thoughts, observations and impressions by analyzing a condition of significance and using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing) to establish a focus **W-12-3.3, W-12-2.1, W-12-6.5, R-12-6.1** Support conclusions with text references and appropriate key ideas written and orally **W-12-10** Apply the writing process to a response to literature **W-12-7.5, W-12-7.4, W-12-9.1-5** Demonstrate proper use of voice and conventions in writing a response to literature **W-12-11.1-3**Demonstrate the habit of writing extensively by writing with frequency (in and out of school), sharing thoughts, observations, or impressions, and generating topics for writing **W-12-2.3, W-12-14.5-6** Make connections about what has been read (plot/ideas/concepts) to prior knowledge and personal ideas, as well as the broader world of ideas by referring to and explaining relevant ideas, themes, and motifs, potentially leading to new perspectives or insights **W-12-3.1-3** Make and support analytical judgments about the text by establishing an interpretive claim/assertion, making inferences about characters, theme, point of view and author's style, and using specific details and references to the text as support **R-12-4.3, R-12-6.1, R-12-16.1-2, R-12-13** Generate questions and personal responses (text to-text, text-to-self, and text-to-world) before, during, and after reading to enhance understanding and/or gain new information relating to the text, literary elements and devices, and author's style and purpose
Timing	Quarter 2-Semester One
Academic	Students will be able to:

Goals/Benchmarks	• Demonstrate prior knowledge and zone of proximal development • Demonstrate understanding of the writing craft including ideas, organization, voice, word choice, sentence fluency, and conventions • Demonstrate citing information in written responses • Demonstrate the ability to listen and respond to others • Demonstrate continuous participation and preparation
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; continuous and summative assessment; narrative papers; group discussion.

Unit 3 – Anthem	
Essential Questions / Big Ideas	How do authors convey their ideologies in literature?
Standards	**R-12-5.1-3, R-12-4.1** Demonstrate initial understanding of literary text by making logical predictions about characters, problems/solutions, plots/subplots, and relationships **R-12-4.3**Generate questions before, during, and after reading to enhance/expand understanding **R-12-5.4-5** Demonstrate knowledge of author's style or use of literary elements in relation to author's purpose **R-12-4.3, R-12-6.1, R-12-16.1-2, R-12-13** Generate questions and personal responses (text to-text, text-to-self, and text-to-world) before, during, and after reading to enhance understanding and/or gain new information relating to the text, literary elements and devices, and author's style and purpose **R-12-17.2** Participate in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence **R-12-12.1** Demonstrate ability to monitor comprehension and read critically through techniques such as annotating **R-12-3.2** Understand vocabulary in context **W-12-14.4** Explore and share thoughts, observations and impressions by using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing) to establish a focus **W-12-3.3, W-12-2.1, W-12-6.5, R-12-6.1** Support conclusions with text references and appropriate key ideas written and orally **W-12-10** Apply the writing process to a response to literature **W-12-6.5** Use MLA format and formal writing guidelines in a response to literature **W-12-7.5, W-12-7.4, W-12-9.1-5** Demonstrate proper use of voice and conventions in writing a response to literature **W-12-11.1-3**Demonstrate the habit of writing extensively by writing with frequency (in and out of school), sharing thoughts, observations, or impressions, and generating topics for writing **W-12-2.3, W-12-14.6** Make connections about what has been read (plot/ideas/concepts) to prior knowledge and personal ideas, as well as the broader world of ideas by referring to and explaining relevant ideas, themes, and motifs, potentially leading to new perspectives or insights **W-12-3.1-3** Make and support analytical judgments about the text by establishing an interpretive claim/assertion, making inferences about characters, theme, point of view and author's style, and using specific details and references to the text as support
Timing	Quarter 3 – Semester Two
Academic Goals/Benchmarks	Students will be able to: • Explore the concept of personal identity formation and transformation in both historical and modern-day societies • Read informational text in order to frame their understanding of what identity means • Analyze the impact of gender roles and stereotypes in personal identity development as influenced by the media and advertising in order to create a "counter ad" that does not rely on gender-specific stereotypes
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; unit assessment; narrative papers; group discussion.

Unit 4 - The Little Prince	
Essential Questions / Big Ideas	How can literature impact our philosophies of life?
Standards	**R-12-5.1-3, R-12-4.1**Demonstrate initial understanding of literary text by making logical predictions about characters, problems/solutions, plots/subplots, and relationships **R-12-4.5** Identify literary devices as appropriate to genre (i.e., foreshadowing, symbolism, bias) **R-12-5.4-5, R-12-8.3** Demonstrate knowledge and draw inferences relating to author's style or use of literary elements in relation to author's purpose **R-12-4.3, R-12-6.1, R-12-16.1-2, R-12-13** Generate questions and personal responses (text to-text, text-to-self, and text-to-world) before, during, and after reading to enhance understanding and/or gain new information relating to the text, literary elements and devices, and author's style and purpose **R-12-17.2** Participate in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence **R-12-12.1** Demonstrate ability to monitor comprehension and read critically through techniques such as annotating **R-12-3.1-2**Understand vocabulary in context, as well as in relation to word origin/translation (i.e. connotation) **W-12-14.1-4** Explore and share thoughts, observations and impressions by analyzing a condition of significance and using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing) to establish a focus **W-12-3.3, W-12-2.1, W-12-6.5, R-12-6.1**Support conclusions with text references and appropriate key ideas written and orally **W-12-10** Apply the writing process to a response to literature **W-12-6.5**Use MLA format and formal writing guidelines in a response to literature **W-12-7.5, W-12-7.4, W-12-9.1-5**Demonstrate proper use of voice and conventions in writing a response to literature **W-12-11.1-3**Demonstrate the habit of writing extensively by writing with frequency (in and out of school), sharing thoughts, observations, or impressions, and generating topics for writing **W-12-2.3, W-12-14.5-6** Make connections about what has been read (plot/ideas/concepts) to prior knowledge and personal ideas, as well as the broader world of ideas by referring to and explaining relevant ideas, themes, and motifs, potentially leading to new perspectives or insights
Timing	Quarter 4 – Semester 2
Academic Goals/Benchmarks	Students will be able to: • Understand and analyze literary elements and author's craft through oral and written responses • Make connections between the text and broader world applications • Read critically, find underlying meaning, and interpret the various, intended messages behind the author's words. • Understand the writing craft including ideas, organization, voice, word choice, sentence fluency, and conventions • Cite information in oral and written responses • Listen and respond to others • Lead discussion and take responsibility of independent work • Demonstrate continuous participation and preparation
Assessments	Performance and learning tasks; reader's response journals; symbol paper/presentation; journal; summative and continuous assessment; narrative papers; group discussion.

B.

	"A free and enlightened state." 12th grade Unit Plan					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Essential Questions/Big Ideas	How does the use of rhetoric to establish a point of view?	How does the use of rhetoric to establish a point of view?	How does the use of rhetoric to establish a point of view?	How does the use of rhetoric to establish a point of view?	How does the use of rhetoric to establish a point of view?	How does the use of rhetoric to establish a point of view?
Standards	RI.11-12.6, W.11-12.9.b	RI.11-12.2, W.11-12.9.b, L.11-12.4.a	RI.11-12.2, W11-12.9.b, L.11-12.5.a	RI.11-12.6, CCRA.R.9, W.11-12.9.b, L.11-12.4.a, b	RI.11-12.6, W.11-12.9.b, L.11-12.4.b, c	RI.11-12.2, W.11-12.9.b, L.11-12.4.c
Lesson plan titles	"Ideas Live On," by Benazir Bhutto, paragraphs 1–10	"Ideas Live On," by Benazir Bhutto, paragraphs 11–23	"Ideas Live On," by Benazir Bhutto, paragraphs 24–28	"Civil Disobedience" by Henry David Thoreau, part 1, paragraph 1	"Civil Disobedience" by Henry David Thoreau, part 1, paragraph 2	"Civil Disobedience" by Henry David Thoreau, part 1, paragraphs 3–4
Activities	In this first lesson of the unit and module, students begin their analysis of Benazir Bhutto's 2007 speech, "Ideas Live On." This first lesson begins with a masterful reading of the full text of Bhutto's speech. Students then analyze the first 10 paragraphs of	In this lesson, students continue their analysis of Benazir Bhutto's speech, "Ideas Live On," paying particular attention to how Bhutto develops a complex set of ideas in paragraphs 11–23. In this excerpt, Bhutto describes the political, judiciary, and economic	In this lesson, students continue their analysis of Benazir Bhutto's speech, "Ideas Live On," paying particular attention to how Bhutto develops central ideas in paragraphs 24–28, in which Bhutto calls on her audience to choose democracy in the	In this lesson, students begin an in-depth analysis of Henry David Thoreau's essay "Civil Disobedience," in which Thoreau introduces and begins to support claims about government and the military. Students consider Thoreau's point of view and the claims he makes about the relationship of the	In this lesson, students read and analyze part 1, paragraph 2 of Henry David Thoreau's essay "Civil Disobedience," in which Thoreau analyzes the relationship between the American government and its citizens. Students explore Thoreau's use of rhetoric to	In this lesson, students read part 1, paragraphs 3–4 of Henry David Thoreau's essay "Civil Disobedience." In these paragraphs, Thoreau introduces and develops his ideas about the need for a better government. Students identify central ideas that emerge in the first 4 paragraphs of the essay and analyze

	the speech. Student learning is assessed via a Quick Write at the end of the lesson: How does Bhutto use rhetoric to establish her point of view in the opening of her speech?	conditions of Pakistan. Before participating in a whole-class discussion, students work in small groups to analyze Bhutto's claims and how she supports them.	upcoming elections. Students work in pairs to read paragraphs 24–28, analyzing how the conclusion develops central ideas that were introduced earlier in the speech.	government to the people.	support his claims about the government and the people.	how these ideas interact and build on one another. Students also discuss how Bhutto and Thoreau develop a similar central idea in both "Ideas Live On" and "Civil Disobedience."
Assessments	Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. ▯ How does Bhutto use rhetoric to establish her point of view in the opening of her speech?	Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. How do the ideas and events Bhutto discusses in paragraphs 11–23 develop a central idea from paragraphs 1–3?	Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. ▯ How do paragraphs 24–28 refine two central ideas introduced earlier in the text?	Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. ▯ How does Thoreau establish his point of view in the opening paragraph of "Civil Disobedience"?	Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. ▯ How does Thoreau use rhetoric to make his point about the relationship between the American government and its citizens?	Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. ▯ How does Thoreau develop a central idea in part 1, paragraphs 3–4?

C.

	12 Grade English Lesson Plan
Title	“Civil Disobedience.”
Objectives/Goals	Learners begin an in-depth analysis of Henry David Thoreau’s essay, “Civil Disobedience.” Students read and analyze part 1, paragraph 1 (from “I heartily accept the motto, — ‘That government is best’” to “the people would not have consented to this measure”), in which Thoreau introduces and begins to support claims about government and the military. Students consider Thoreau’s point of view and the claims he makes about the relationship of the

	government to the people.
Materials/Environment	Text: “Civil Disobedience” by Henry David Thoreau, Part 1, paragraph 1 (http://thoreau.eserver.org/civil1.html) The link provided includes explanatory notes, which may support student analysis of “Civil Disobedience.”
Procedure	Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.6. In this lesson, students read the first paragraph of Henry David Thoreau’s essay “Civil Disobedience” (from “I heartily accept the motto, — ‘That government is best’” to “the people would not have consented to this measure”), and begin to determine how the text establishes Thoreau’s point of view and introduces his claims about government and the military. Instruct students to take out their responses to first part of the previous lesson’s homework assignment. (Reread Bhutto’s speech and respond to the following question: How do Bhutto’s choices about how to end her speech relate to the choices she made about how to begin her speech?) Instruct students to discuss their responses in pairs. Instruct students to take out their responses to the second part of the previous lesson’s homework assignment. (Read the first three sentences of “Civil Disobedience,” part 1, paragraph 1 (from “I heartily accept the motto, — ‘That government is best which governs least’” to “and all governments are sometimes, inexpedient”), and compare Bhutto’s and Thoreau’s attitudes towards government.) Instruct students to discuss their responses in pairs. Instruct students to form small groups. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss (W.11-12.9.b). Instruct student groups to read the first two sentences of part 1, paragraph 1 of “Civil Disobedience” (from “I heartily accept the motto, — ‘That government is best’” to “that will be the kind of government which they will have”) and answer the following questions in small groups before sharing out with the class. What belief does Thoreau present in the first sentence of the essay? How does the statement about a government “which governs not at all” develop an idea introduced in the first sentence of the essay (part 1, par. 1)? Lead a brief whole-class discussion of student responses. Instruct student groups to read the third sentence of part 1, paragraph 1 of “Civil Disobedience” (“Government is at best but an expedient; but most governments are usually, and all governments are sometimes, inexpedient”) and answer the following question before sharing out with the class. Provide students with the definition for expedient. Lead a brief whole-class discussion of student responses. Instruct student groups to read the fourth and fifth sentences of part 1, paragraph 1 of “Civil Disobedience” (from “The objections which have been brought against a standing army” to “The standing army is only an arm of the standing government”) and answer the following question before sharing out with the class. Provide students with the definition of standing. What can you infer about Thoreau’s point of view regarding the military? Lead a brief whole-class discussion of student responses.

	Instruct student groups to read the sixth and seventh sentences of part 1, paragraph 1 of “Civil Disobedience” (from “The government itself, which is only the mode” to “the people would not have consented to this measure”) and answer the following questions before sharing out with the class. Provide students with the definition of liable. How does the final sentence of paragraph 1 clarify the meaning of “abused and perverted” in the preceding sentence? How does Thoreau develop the relationship between “the people” and the “government” in part 1, paragraph 1? Lead a brief whole-class discussion of student responses. Instruct students to respond briefly in writing to the following prompt: How does Thoreau establish his point of view in the opening paragraph of “Civil Disobedience”? Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Students listen and read the Quick Write prompt. Transition to the independent Quick Write. Students independently answer the prompt using evidence from the text. Closing: Distribute a copy of the Central Ideas Tracking Tool to each student. Read the directions on the tool aloud and explain that the “Notes and Connections” column should be used to record supporting quotes and explain how the quotes contribute to the development of a central idea. Display and distribute the homework assignment. For homework, instruct students to complete the Central Ideas Tracking Tool to trace the development of Thoreau’s ideas in part 1, paragraph 1 of “Civil Disobedience” (from “I heartily accept the motto, — ‘That government is best’” to “the people would not have consented to this measure”). Also for homework, instruct students to conduct a brief search into Thoreau’s position on either the Mexican-American War or abolitionism. Assign half of the students to research Thoreau’s position on the Mexican-American War and the other half of the class to research Thoreau’s position on abolitionism. Instruct students to write a paragraph summarizing the results of their search. Homework: Complete the Central Ideas Tracking Tool to trace the development of Thoreau’s ideas in part 1, paragraph 1 of “Civil Disobedience” (from “I heartily accept the motto, — ‘That government is best’” to “the people would not have consented to this measure”). Also for homework, conduct a brief search into Thoreau’s position on either the Mexican-American War or abolitionism. Write one paragraph summarizing the results of your search.

Assessment	Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. How does Thoreau establish his point of view in the opening paragraph of “Civil Disobedience”?
Differentiation Strategies	Consider introducing students to standard CCRA.R.9 to support their cross-textual analysis of Bhutto’s “Ideas Live On” and Thoreau’s “Civil Disobedience.” Distribute a copy of the 12.2 Common Core Learning Standards Tool to those students who would benefit from the support of a tool. Post or project standard CCRA.R.9. Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard. Consider posting or projecting the following guiding question to support students in their reading throughout the lesson: What is Thoreau’s point of view of government? Consider leading a brief whole-class discussion to ensure comprehension of the masterful reading. To support comprehension, consider asking student pairs to paraphrase the first two sentences of paragraph 1 before discussing the related questions. If students struggle, consider posing the following scaffolding questions: What is the meaning of the sentence “Government is at best but an expedient” (part 1, par. 1)? How does the word but clarify the meaning of the sentence? modeling for students how to complete an entry on the Central Ideas Tracking Tool.
Reflection	1. What went well in this lesson? Why? 2. What problems did I experience? Why? 3. Was it “student centered”? Should it have been? 4. What could I have done differently? 5. What did I learn from this experience that will help me in the future?

2.5a Job Descriptions for all Positions in Staffing Plan

Principal

Role: Principal
Reports To: Director of Achievement
Direct Reports: Academy Directors, Teachers, School Operations Manager

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Job Summary:
An EdisonLearning principal is responsible for providing the instructional, operational and administrative leadership necessary to ensure the success of the managed school including primary responsibility for achievement and financial performance. The Principal is the overall leader of the school, with a dominant focus (estimated at 75% of time spent) on instructional leadership. The partnership school principal will be held accountable for the continuous improvement of the school and its staff and for increased student achievement.

Main Responsibilities:

Achievement Management

- Implement School Organizational Structure including culture, staffing, scheduling, and Student Improvement Plan
- Ensure teachers receive training in the 5 Strand Design, including curriculum, learning environment, benchmarks and assessment
- Monitor student achievement (Benchmark analysis, common assessments, teacher created tests, progress monitoring, etc.)
- Implement Student Achievement Planning and Execution including annual adjustment in the school's instructional plans
- Recruit select and hire school staff (teachers and school-based support staff)
- Ensure effective implementation of RTI and student support systems

- Engage parents in a collaborative effort for implementing and planning of regular school programs (parent meetings)
- Complete and present the annual school progress report to EdisonLearning, district and/or charter board and school community
- Support and monitor PD plans of teachers, house teams, curriculum coordinators (works with AD and coordinators)
- Observe instruction of all teachers and tutors daily
- Supervise, coach, and evaluate staff to ensure quality instruction and student achievement through the EdisonLearning Framework for Learning and Teaching
- Present school data and key updates at monthly board meetings

Financial Management
- Ensure revenue, enrollment and expense targets are met
- Ensure facility and operational services are effective
- Steward of school and company assets

Relationship Management
- Build/maintain client relationships (i.e. Board leadership, superintendents, authorizers, community leadership, political leaders, etc.)
- Develop and maintain positive community and parent relationship

Compliance Management
- Oversee compliance to federal, state, local and contractual requirements

Key Relationships:

Internal: Senior Vice President of Education Services, Vice President of Education Services, 5 Strand Design Directors, Regional Finance Manager, Senior Vice President of Operations

External: EdisonLearning customers and constituency groups, Boards and Districts, Parents

Key Competencies:
- Uses different behaviors as necessary to achieve desired outcomes; able to amend own behavior to influence and gain acceptance
- Shift priorities to address changes in events or assigned goals
- Inspires groups of individuals to work together to achieve a common purpose; promotes a culture of open communication and respect
- Actively establishes and promotes best practices for EdisonLearning work processes and standards
- Analyzes reasons behind results, takes actions to address failures and seeks to improve outcomes
- Never accepts excuses for breaches of ethics, values or regulations and confronts potentially unethical behavior in others

- Develops and uses subtle strategies to influence others in order to achieve organization objectives; anticipates reactions and works hard to find common ground between stakeholders within opposing views
- Coaches employees and team members on ways to enhance their level of performance and develop their skills
- Encourages constructive feedback and a culture that provides opportunities for development. Attracts, assesses, develops, motivates and retains a diverse workforce that drives results

Background:

- Master's Degree in Curriculum and Instruction or Master's Degree in a specialty area such as Elementary Education or Secondary Education or Master's Degree in Educational Administration & Supervision
- Minimum of 5 years teaching experience
- Minimum of 5 years experience in instructional leadership including at least two years as an assistant principal
- Administrative Certification
- Ability to recognize good instruction based on current teaching methods
- Knowledge of teacher evaluation and observation methods
- Knowledge of various instruction and teaching methodologies
- Excellent organizational, planning and implementation skills
- Proficiency in Microsoft Excel, PowerPoint, Word and Outlook

Academy Director

Role: Academy Director Elementary
Academy Director Secondary

Reports To: Principal
Direct Reports: Teachers

Job Summary:

Under the supervision of the Principal, the Academy Director assists in providing the instructional leadership, administrative duties and operational responsibilities necessary to ensure the success of the school. The Academy Director participates in decision making as part of the leadership team and assumes the responsibilities of principal when the principal is not on site.

Main Responsibilities:

Supports principal by:

- Regularly observing classroom instruction of all teachers monitoring their effectiveness and success in implementation of EdisonLearning curriculum, processes and tools (e.g., Companion Guides, Benchmarks); coach and assist teachers where needed utilizing the EdisonLearning Framework for Learning and Teaching
- Managing extracurricular activities (i.e., before/after school programs, sports, science fairs, school plays, picnics, etc.)
- Dealing with discipline issues, including ensuring compliance with district/state regulatory processes, investigating issues, determining consequences, communicating with parents and entering discipline information into the Student Information System
- Supporting and monitoring the professional development plans of lead teachers, house teams and curriculum coordinators to continuously improve instruction and build site capacity
- Preparing required reports and maintaining complete and accurate records for the school including compliance in testing
- Reviewing/approving lesson plans
- Managing the Student Learning Contract process
- Participating in the screening and selection of staff members for the school
- Managing the school's daily substitute teacher needs

Learning Coach

During the school year, the candidate will also serve as a Learning Coach to a designated home group of students through regular Coaching for Learning and data led conversations (1 to 1 and group). She/he will act as an advocate for these students during the planning of teaching and

learning and providing guidance, support, and encouragement to ensure their success and achievement.

Key Relationships:

Internal: Frequently communicates with teachers and other staff to foster achievement and smooth functioning of schools. Supports student endeavors and applies discipline to facilitate a positive school environment and school culture.
External: May communicate with parents to maintain positive relationships and address any student issues. Builds rapport and fosters relationships with community members by attending group meetings or participation in community activities.

Key Behavioral Competencies:

- Demonstrates a drive, commitment and sense of urgency that inspires others to achieve results
- Shift priorities to address changes in events or assigned goals
- Never accepts excuses for breaches of ethics, values or regulations and confronts potentially unethical behavior in others
- Coaches employees and team members on ways to enhance their level of performance and develop their skills
- Turns everyday situations and challenges into learning opportunities for self and others
- Proactively approaches others with a view to engaging in dialogue and building strong working relationships
- Finds areas of agreement when working with conflicting individuals or groups
- Sources and listens to all points of view and respects differing opinions when developing solutions
- Takes the time to get to know other teams and their priorities to build good rapport and establish a common bond

Background:

- Minimum of a Bachelors Degree
- Minimum of 2- 3 years teaching experience
- Administrative Certification in state of school's location
- Experience in leadership role i.e., department chair, lead teacher
- Ability to recognize good instruction based on current teaching methods
- Knowledge of teacher evaluation and observation methods
- Knowledge of various instruction and teaching methodologies
- Excellent organizational, planning and implementation skills
- Proficient at documentation and report writing
- Proficiency in Microsoft Excel, PowerPoint, Word and Outlook

School Secretary

Role: School Secretary
Reports To: Principal
Direct Reports: Not Applicable

Job Summary:

The school secretary will play a key support role within the partnership school. The incumbent will serve as the focal point for communication by mail, telephone and in person. The school secretary will manage the flow of information within the school and will be responsible for maintaining all schools records. To be effective, the school secretary must be organized and efficient, familiar with all necessary office equipment, including computers and computer programs for word processing, databases, and spreadsheets. Equally important is the role of the school secretary as representative of the partnership school. He or she must be flexible, personable, able to communicate the school's mission and vision, and possessed of the same core values that are part of the partnership school.

Main Responsibilities:

- Responsible for creating and maintaining a welcoming and efficient front office that emphasizes organization, professionalism, courtesy, flexibility, and teamwork
    - Greet and announce all school visitors appropriately
    - Use proper telephone etiquette and direct calls appropriately to school staff
    - Provide needed assistance and communicate effectively with principal and all school staff
    - be attentive, patient and fair with students
    - Treat parents as valued and respected customers
- Maintain all school records, including school schedule, student waitlist (using applicable EdisonLearning systems/software), attendance records, and school calendar
- Responsible for recording, tracking and following up on student tardiness, excused absences and unexcused absences and providing this information to the SIM and SSM, as required
- Provide and/or manage standard school operations, including, but not limited to:
- Student entrance/exit procedures
- Safety and emergency procedures/guidelines
- Distribution of student medication, in absence of nurse and understand the local legislation concerning such distribution
- Correspondence and schedule for principal
- Business related processes as assigned by principal and/or business services manager (purchasing/expenses, invoices, shipping and receiving, etc.)
- Coordination of volunteer hours/participation

- Responsibility for all voicemail administration including setting up new mailboxes and changing school voicemail greeting for vacations, snow days, etc.

Key Relationships:

Internal: School faculty and staff.
External: School visitors. Outside vendors, contractors.

Key Behavioral Competencies:

- Thinks ahead to set up requirements in advance. Prepares effective program of activities; timetabling; etc.
- Consistently tries new and different approaches to doing work
- Demonstrates a strong sense of urgency by prioritizing and following through on commitments
- Identifies potential obstacles to goal achievement and seeks assistance in addressing these obstacles
- Detail oriented and ability to multi-task

Background:

- High school or equivalency diploma required
- Familiarity with office equipment such as computers, typewriters, fax machines, scanners, calculators, and photocopiers, as well as word processing and spreadsheet programs required
- Minimum of 3 years of experience in office management or in a secretarial position preferred

Site Operations Manager

Role: Site Operations Manager
Reports to: Principal and the Regional Controller
Direct Reports: Nurse, Data Owner, Facilities Manager and team, Registrar, Technology Services and team, non-instructional staff (Lunchroom)

Job Summary:

Oversees operational performance at the specific operating site, through managing finance, administration and general school operations, in order to support site achievement and financial success by allowing the Principal to focus on education related aspects of the school's performance. The Site Operations Manager is a member of the site's leadership team. This is a year round position.

Main Responsibilities:

School Operations

- Responsible for site level procurement of supplies, materials, equipment, and inventory management
- Local manager for Transportation, Food Services, Facilities Maintenance, and other 3rd party service contracts, ensuring ongoing monitoring and implementation of contracts
- Manage all aspects of Free and Reduced Lunch program/process, including managing the entire application process
- Site level responsibility for managing school security
- Implement enrollment campaign for students (new, Intent to Return, etc.) including engagement in local marketing initiatives, demographic analysis, coordination with local/regional communications specialists
- Oversee enrollment at school site and, as required, drive the enrollment process by working with the school leadership, secretaries, teachers and central enrollment department/advertising to meet enrollment targets
- Work with school personnel to maintain integrity and accuracy of Student Records, including maintenance and tracking of attendance and retention
- Work with school staff to manage reporting and data tracking for all Special Education programs
- Prepare reports on site operations and attend board meetings
- Act as lead in all operational and logistical projects for start-up operations
- Respond to and resolve routine internal and external inquiries with parents, employees and school organizations
- Financial Administration
- Responsible for site level budget monitoring and management, with some input into budget development

- Review monthly financial reports and update monthly financial estimate templates
- Coordinate with the HQ grants team for all Federal, State, Local grant applications and reporting
- Prepare drawdown requests for state funds
- Manage and reconcile school's authorized bank accounts and petty cash funds
- Provide financial oversight including invoice approval and developing the substitute budget
- Manage AP and payroll processes
- Oversee, in coordination with the Regional Controller, year end audits as well as any site audits from State or Federal agencies

People Management/HR Responsibilities

- Manage day to day activities of designated non-instructional staff
- Partner with HR to implement policies and procedures at school site (e.g., compensation; vacation/sick days; all aspects of recruitment - screening, background checks, etc.)
- Oversee the processing of all new hire paperwork
- Responsible for maintenance of personnel files for all employees
- Lead in orientation of new hires
- Lead annual performance reviews for non-instructional staff

Learning Coach

During the school year, the candidate will also serve as a Learning Coach to a designated home group of students through regular Coaching for Learning and data led conversations (1 to 1 and group). She/he will act as an advocate for these students during the planning of teaching and learning and providing guidance, support, and encouragement to ensure their success and achievement.

Key Relationships:

Internal: Work collaboratively with colleagues including Vice President of Educational Services, Senior Vice President of Education Services, Regional Controller, Corporate Finance and Accounting Department and Site Services Department to ensure that site operations follow organization protocols and to report on site operational performance.
External: Develop and maintain a strong working relationship with District Superintendents, District Boards, and/or Boards to ensure that site finances and reporting are managed effectively, as well as managing compliance issues related to the use of the District facilities. Work with vendors on a regular basis to ensure service delivery in line with agreed contracts (when applicable). Support the Principal by working with teacher unions to facilitate any issue resolution as necessary. Handle routine parent queries and filter issues for the Principal.

Key Behavioral Competencies:

- Demonstrates persistence in overcoming and removing obstacles that impact goal achievement

- Demonstrates a drive, commitment and sense of urgency that inspires others to achieve results
- Implements and monitors relevant work procedures in line with defined internal and external standards
- Proactively approaches others with a view to engaging in dialogue and building strong working relationships
- Recognizes people who may be of critical importance to achievement of one's objectives and involves them to get their input
- Requests input from others to work towards a more effective outcome
- Holds employees/colleagues accountable for achieving results and publicly acknowledges effective performance
- Proven experience multitasking

Background:

- BS in Business, Accounting or Finance required
- Demonstrated success in monitoring budgets of $5 million preferred
- Demonstrated success in managing contracts of up to $500,000 preferred
- Experience in educational arena a plus, particularly in educational administration
- Previous exposure to staffing processes and general HR procedures preferred
- Knowledge of financial modeling and cost analysis techniques required
- Skilled in interpreting and managing Service Level Agreements and contracts for outsourced services required
- Skilled in use of MS Excel or other financial and organizational modeling software required
- Demonstrated ability to manage staff of up to 5-10 exempt and nonexempt employees preferred

Registered Nurse

Role: School Nurse
Reports to: Site Operations Manager
Direct Reports: None

Job Summary:

The Nurse will support the education process and provide preventive health services to facilitate the student's optimal physical, mental, emotional and social growth and development. The Nurse will identify problems and disabilities and provide such services as case finding, health education, referring and care in order to help prevent serious health problems.

Demonstrate Knowledge of:

- Principles and practices underlying professional nursing.
- Principles and practices underlying the special field of school health.
- Current trends in nursing and of literature in the fields of school health.
- Organization and administration of other cooperating agencies.
- State and local laws relating to health and social issues.
- Rules and regulations regarding being an EPSDT provider in the state for which you are applying.

Learning Coach

During the school year, the candidate will also serve as a Learning Coach to a designated home group of students through regular Coaching for Learning and data led conversations (1 to 1 and group). She/he will act as an advocate for these students during the planning of teaching and learning and providing guidance, support, and encouragement to ensure their success and achievement.

Ability to:

- Participate cooperatively in a program of school health nursing.
- Exercise professional judgment in making decisions.
- Communicate appropriately and effectively with students, parents, administrators, and other school personnel.
- Demonstrate a genuine interest in the student population and its health needs.
- Organize a clinic and manage time.
- Be a self-starter or self-motivated.
- Use a computer and various software applications.

Qualifications:

- B.S.N. or Registered Nurse with a bachelor's degree in a related discipline.
- School Nurse Certificate
- Previous experience working as a school nurse in an urban system preferred

Data Owner

Reports to: Site Operations Manager (SOM)
Direct Reports: None

Job Summary:

Ensure the accuracy and integrity of the student information data within the Student Information System (SIS) at the site level by maintaining the site's data and data system on a daily basis. The data owner also ensures that the SIS is available for use by other site staff members as needed and provides user support for the system. This is a year-round position.

Main Responsibilities:

Database Maintenance

- Enter/update student information data as changes occur, on a daily basis
- Register and enroll all new students by importing/entering data into the system
- Support/ensure the daily attendance process
- Enter and maintain all schedules within the SIS
- Run regular system backups of all SIS data
- As needed: manage the import of data from district student information system.
- Maintain the "system of record" and possibly maintain district systems as well depending on the situation

User / System Support

- As expert user in SIS, support all site-based staff in use of appropriate functionality of SIS, providing training as necessary (health, discipline, guidance, SPED, etc)
- Direct responsibility for monitoring student attendance, managing attendance reporting, generating attendance letters when necessary, parent follow-up, etc.
- Provide SIS reporting to site-based staff as needed
- Enforces and explains corporate policies and procedures and drives/guides expected behavior from others
- Support enrollment and recruitment efforts by preparing fliers, accompanying the SOM on outreach efforts and collecting relevant information. Manage waiting list/lottery where applicable
- Support state reporting efforts

- Support data requests for grant management efforts
- Conduct new school year rollover by populating new schedules, class assignments, etc.
- Generate reports in district schools and provide appropriate reports for charter schools
- Provide support to other systems that SIS feeds data into (e.g. Benchmark system, on-line testing system)

Learning Coach

During the school year, the candidate will also serve as a Learning Coach to a designated home group of students through regular Coaching for Learning and data led conversations (1 to 1 and group). She/he will act as an advocate for these students during the planning of teaching and learning and providing guidance, support, and encouragement to ensure their success and achievement.

Key Relationships:

Internal: Grants Department, Principal, coordinate reporting requirements formatting with the Student Information Department and coordinate enrollment campaigns as well as weekly and monthly reporting with the Enrollment Department

External: None specified

Key Behavioral Competencies:

- Thinks ahead to set up requirements in advance. Prepares effective program of activities; timetabling; etc.
- Consistently tries new and different approaches to doing work
- Demonstrates a strong sense of urgency by prioritizing and following through on commitments
- Identifies potential obstacles to goal achievement and seeks assistance in addressing these obstacles
- Detail oriented and ability to multi-task

Background:

- Background in technology with experience working with databases in a Windows environment preferred
- Experience maintaining and writing reports from sophisticated ERP software systems
- Experience in K-12 setting a plus
- Experience performing clerical tasks such as data entry in a busy environment where multi-tasking is demanded
- Bachelor's degree preferred

Registrar

Role: Registrar
Reports to: Site Operations Manager
Direct Reports: None

Job Summary:

The responsibility of a Registrar is to perform a variety of duties and responsibilities involved in enrolling and transferring students; creating and maintaining student records; providing student services and related recordkeeping and administrative duties.

Main Responsibilities:

- Coordinates assigned programs and/or activities (e.g. student registration, attendance issues, site in-service day activities, substitutes, travel/accommodations, lost and found, etc.) for the purpose of delivering services in conformance to established guidelines and ensuring availability of facilities and/or equipment.
- Informs Administrators and/or Counselors of possible student credit deficiencies and/or unusual placements for the purpose of ensuring student success.
- Interprets transcripts of incoming students (e.g. record card, withdraw grades from previous school, fines/fees from previous school, etc.) for the purpose of ensuring their conformance with district grading, curriculum and course credit systems.
- Maintains a variety of files, documents and student records (manual and machine) (e.g. permanent student record, cumulative folders for all students, grades, transcripts, immunization dates, etc.) for the purpose of documenting and/or providing reliable information relative to student records.
- Maintains master schedules, boundary exception applications and course booklet for the purpose of ensuring availability and accuracy of information.
- Performs enrollment activities on the automated student information system (e.g.: student information, cum folder, monthly enrollments counts, withdraw student, etc.) for the purpose of ensuring compliance with financial, legal, state or federal requirements.
- Prepares documents (e.g. student lists, transcripts, Graduation/Dropout Reports, Ethnic Report, Course Enrollment, programs, bulletins, reports, memos, letters, etc.) for the purpose of documenting activities, providing written reference and/or conveying information
- Processes requests from students, other districts, colleges/universities and/or employment agencies (e.g.: transcripts, job verification, etc.) for the purpose of providing requested information.
- Responds to inquiries of staff, other educational institutions, the public, parents and/or students for the purpose of providing information and/or direction.

- Serves as resource to employees and/or organizations for the purpose of interpreting and conveying appropriate procedures required for district operations.
- Supports assigned school personnel (e.g. answers phones, greets students/parents, oversees students, etc.) for the purpose of ensuring the efficient operation of the site.

Key Behavioral Competencies:

- Registrar is required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: operating standard office equipment including software and preparing and maintaining accurate records.
- Knowledge is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge required to satisfactorily perform the functions of the job includes: codes, regulations & laws related to student enrollment, graduation and transfer
- Ability is required to schedule activities, meetings, and/or events; routinely gather, collate, and/or classify data ; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods.
- Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize specific, job-related equipment. In working with others, problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited.
- Specific abilities required to satisfactorily perform the functions of the job include: adapting to changing priorities; communicating with persons of varied backgrounds; maintaining confidentiality; working as part of a team; working with detailed information; and working with frequent interruptions.

Background:

- High School Diploma or equivalent
- Job related experience with increasing levels of responsibility is desired

Technology Service Manager

Role: Technology Service Manager
Reports To: Direct Report to School Operations Manager, Dot-line Report - Regional Technology Director
Direct Reports: User Support Technician; Library Technology Specialist; Library Media Specialist

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Job Summary:

The Technology Service Manager is responsible for developing and managing the technology culture of the school(s). This role involves the supervision of a technology team.

Main Responsibilities:

Strategy Implementation:

- Ensure the implementation of EdisonLearning technology vision at all schools within the area/community.
- Responsible for the development of a Technology Committee at each school to ensure the approval and implementation of the Three-Year Technology Plan.
- Track and measure specified implementation outcomes using EdisonLearning process improvement practices.
- Provide budgetary recommendations concerning capital and operational technology expenditures. Responsible for the development of technology based culture and policy compliance by applicable school and school's leadership team.

Technical Management:

- Facilitate implementation of technology initiatives (such as replacement of core software or hardware) according to set project schedules.
- Ensure that school is CIPA (Child Internet Protection Act) compliant.
- Implement disaster recovery and business continuity practices, including server back-ups and process documentation.
- Maintain server and network environment in terms of virus protection, proper computer naming conventions and proper use of Active Directory log-ins.
- Prepare school technologically for beginning and ending of each year, including set-up/take down and moving of equipment as necessary.
- Track and maintain inventory database. Conduct annual physical count and write off missing assets and recommend replacements.
- Complete and record service and incident requests submitted by the staff according to the school's SLA.

Customer Service:

- Develop and implement appropriate Service Level Agreement (SLA) to ensure that users receive quality service and technical support on a consistent basis.
- Monitor the compliance to the SLA and adjust service delivery as needed. Improve efficiencies and effectiveness through analysis and reporting of service tickets.

- Reach a high level of customer satisfaction among teachers, administrators, staff members and students.

Professional Development:

- Develop teacher technology skills to be used to facilitate student achievement and classroom management by providing Professional Development on a regular schedule.
- Facilitate the creation of a training plan including schedules, curriculum and documentation.
- Monitor hiShe/her own professional growth and work with the Regional Technology Director to continue the development of hiShe/her own skills.

Communication:

- Manage/maintain school web sites if necessary. Develop Status of Service Communication Plan in collaboration with school leadership team

Learning Coach:

The Technology Manager will also serve as a Learning Coach to a designated home group of students through regular Coaching for Learning and data led conversations (1 to 1 and group). She/he will act as an advocate for these students during the planning of teaching and learning and providing guidance, support, and encouragement to ensure their success and achievement.

Key Relationships:

Internal: Collaborate with Principal(s), School Operations Manager(s), Curriculum Coordinator(s), leadership team(s), parents and students to build EdisonLearning technology culture. Partner with EdisonLearning's Service Desk. Communicate regularly with other Technology Managers and Regional Technology Director as well to stay on top of current information, projects, and policies.
External: School visitors, Outside vendors, contractors.

Key Behavioral Competencies:

- Implements and monitors relevant work procedures in-line with defined internal and external standards given by EdisonLearning and/or district and/or charter board
- Takes the time to get to know other teams and their priorities to build good rapport and establish a common bond
- Consistently delivers agreed-upon goals and tasks and can be relied upon to meet or exceed expectations
- Identifies and communicates when a decision needs to be made
- Identifies all steps necessary to achieve results and consistently follows these steps
- Takes proactive action to develop/maintain relationships that are impacted by change and ensure that others are assisted in dealing with change
- Brings ideas for service delivery improvements to the attention of others and pursues these ideas through to resolution or completion
- Sources and listens to all points of view and respects differing opinions when developing solutions

- Coaches employees and team members on ways to enhance their level of performance and develop their skills
- Diligently adheres to policies set by EdisonLearning and local school district or charter board

Background:

- Bachelor's degree required
- Two-five years of technical and/or educational experience required
- Experience working in a school setting preferred
- Experience with presenting training materials preferred
- Proven technical management skills, both people management and project management required
- Experience working in a Windows client and server environment required
- Experience in telecommunications, network security, WAN, LAN, multimedia or help desk preferred
- Required to lift and move objects up to 25 lbs.

User Support Technician

Role: User Support Technician
Reports to: Technology Manager
Direct Reports: none

Job Summary:

The User Support Technician (UST) is responsible for supporting the implementation and development of the technology culture of the school community. Additionally, the UST is a technical resource responsible for the technology infrastructure for each EdisonLearning school within the community and ensures that the technology is functioning and available for members of his/her school(s).

Main Responsibilities:

- **Assist in Implementing Technology Initiatives:** Assist in the implementation of EdisonLearning's technology vision at all schools within the area/community. Participate in Technology Committee meetings at each school to provide input into the strategic Technology Plan by providing technical input. Assist in the migration and/or upgrades of new systems as needed. Follow EdisonLearning Technology policies and procedures in terms of network, hardware and software configurations and use.
- **Customer Service**: Follow the school's Service Level Agreement (SLA) to ensure that users receive quality service and technical support on a consistent basis. Monitor the compliance to the SLA. Improve efficiencies and effectiveness through analysis and reporting of service tickets to Technology Manager. Take actions to improve customer satisfaction among teachers, staff members, administrators, students and parents.
- **Reporting:** Document incident/service requests according to EdisonLearning standards. Follow the status of service communication plan that is implemented at the school by generating status reports daily and/or as system availability changes. Participate in technology team meetings, conference calls and discussion groups as necessary. Communicate status of service requests and incidents with customers (e.g., teachers, students, administrators). Follow protocol for escalating problems, incidents, service requests and issues that have not been resolved. Document local procedures according to EdisonLearning standards.
- **Technical Management:** Responsible for Tier 1 software and hardware support. Diagnoses and resolves problems using documented procedures and checklists in the performance of responsibilities. Follow disaster recovery and business continuity practices, including server back-ups and process documentation set by EdisonLearning and Technology Manager. Maintain server and network environment in terms of virus protection, proper computer naming conventions and proper use of Active Directory log-ins. Prepare school technologically for beginning and ending of each year, including set-up/take down and moving of equipment as necessary. Track and maintain inventory. Conduct annual physical count with Technology Manager.

- **Professional Development (Application of technology to instruction and operations):** Assist teachers with technical needs to integrate technology resources into classroom, such as problem-solving technical obstacles, recommending EdisonLearning approved solutions, setting-up technology equipment for student use, etc. Occasionally teach or co- teach professional development sessions that teach all staff technology skills. Develop a personal growth plan and monitor his/her own progress with the Technology Manager to continue the development of his/her own skills.

Learning Coach:

The User Support Technician will also serve as a Learning Coach to a designated home group of students through regular Coaching for Learning and data led conversations (1 to 1 and group). She/he will Act as an advocate for these students during the planning of teaching and learning and providing guidance, support, and encouragement to ensure their success and achievement.

Key Relationships:

Internal: Collaborate with Technology Manager, Principal(s), School Operation Manager(s), Curriculum Coordinator(s), leadership team(s), parents and students to build EdisonLearning technology culture. Partner with EdisonLearning's Service Desk. Communicate regularly with other Technology Managers, USTs and Regional Technology Director as well to stay on top of current information, projects, and policies.

Key Behavioral Competencies:

- Follows relevant work procedures in line with defined internal and external standards given by the Tech Manager and/or EdisonLearning
- Demonstrates awareness of other teams and the role they play within the school(s)' community and EdisonLearning
- Consistently delivers on agreed goals and tasks and can be relied upon to meet or exceed expectations
- Identifies and communicates when a decision needs to be made
- Identifies all steps necessary to achieve results and consistently follows these steps
- Takes proactive action to develop/maintain relationships that are impacted by change and ensure that others are assisted in dealing with change
- Brings ideas for service delivery improvements to the attention of others and pursues these ideas through to resolution or completion
- Sources and listens to all points of view and respects differing opinions when developing solutions
- Diligently adheres to policies set by Headquarters and local school
- Speaks to all members of the school with friendliness, respect and in manner that is easily understood

Qualifications:

- Two year technical degree or equivalent experience/certifications required. Bachelor's degree preferred.

- Experience working in a Windows client and server environment required
- Experience in telecommunications, network security, WAN, LAN, multimedia or help desk a plus
- Some experience in a K-12 setting desirable regardless if it is technical capacity or not.
- Demonstrated knowledge of core learning principles through technical skills assessments
- Experience responding to customer inquiries in a customer service environment
- Required to lift and move objects up to 25 lbs.

Library Media Specialist

Role: Library Media Aide
Reports To: Library Technology Specialist
Director Reports: None

Job Summary:

The Library Media Specialist supports the school by performing necessary clerical and administrative tasks that enable students to find and use library materials and that enable the Library Technology Specialist to focus on instructional aspects of library program implementation. As a member of the library staff, the Library Media Specialist is responsible for helping to create a positive, welcoming environment where all students can achieve. The Library Media Specilist reports to the Library Technology Specialist.

Main Responsibilities:

- Manage and monitor circulation desk activities
- Manage and monitor student helpers and library volunteers
- Shelve books daily and assist with keeping library and shelves tidy
- Coordinate teacher/student equipment checkout
- Coordinate library scheduling
- Maintain student information in Library-related databases (Alexandria) and run reports as needed, including circulation activity, barcodes, and overdue lists
- Maintain magazine inventory; process periodicals for patron use
- Assist with other tasks as needed to support library operations, including year-end inventory, mending, cataloging & processing, moving books, etc.
- Help create a positive learning environment for students and staff
- Monitor library laser printers and photocopier
- Assist with library supported events such as book fairs, etc.
- Assist in the monitoring of independent library users
- Other tasks as needed to enable Library Specialist to focus on instructional program implementation

Learning Coach:

The Library Media Aide will also serve as a Learning Coach to a designated home group of students through regular Coaching for Learning and data led conversations (1 to 1 and group). She/he will act as an advocate for these students during the planning of teaching and learning and providing guidance, support, and encouragement to ensure their success and achievement.

Qualifications:

- High school diploma.

- Computer and keyboard skills (35 wpm), including word-processing, spreadsheet, email, web-browsing.
- Experience with clerical tasks such as filing, computerized data entry, etc.
- Attention to detail; well-organized
- Ability to bend, squat, kneel and reach from floor level to 6 ft. in height (while moving library materials, shelving books, performing inventory, circulating technology items, etc.)
- Ability to routinely lift library materials weighing up to 20 pounds (while moving library materials, shelving books, performing inventory, circulating technology items, etc.)
- Background or interest in technology or technical support.
- Interest in learning and supporting new technologies.
- Ability to interact pleasantly, constructively and cooperatively with students and staff.
- Ability to work with and take direction from Library Specialist.

School Counselor

Role: School Counselor
Reports to: Assistant Principal Student Support
Direct Reports: None

Job Summary:

The Counselor is a critical member of the Student Support Team, championing the behavioral, social/emotional and mental health needs of students in support of student achievement across the school. They take a leadership role in providing professional development within the school to create a solid understanding of the psychosocial development of children and the influences of family, community, and cultural differences on student achievement. They are a crucial voice in determining, planning and supporting the implementation of interventions, particularly related to the behavioral/social/emotional issues of students.

Main Responsibilities:

- Provide leadership as a standing member of the Comprehensive Support Team;
- Provide leadership as a standing member of the Leadership Team;
- Evaluate school wide office referral and behavioral data to identify trends and promote universal, small group and individual responses;
- Conduct small-group or 1:1 intervention/counseling at Tier II and Tier III, in response to needs identified by the Comprehensive Support Team and or Individualized Education Program (IEPs);
- Evaluate student progress specific to behavioral, emotional, and mental health concerns and the effects on academic progress;
- Participate in conducting functional behavior assessments and developing, implementing and monitoring behavioral intervention plans for students identified in need;

- Assist parents/guardians in effectively participating in their child's education and strengthening their parenting skills;
- Engage parents/guardians as partners on behalf of their children through phone, email, notes, conferences, home visits, etc., both directly and by supporting the efforts of classroom teachers;
- Form a consortium of service providers to deliver a wide variety of services to the school community based on identified school and student needs;
- Act as point of contact for outside organizations working with students and their families to ensure coordination of services to best meet students' needs;
- Work in collaboration with the office staff to produce reports in order to analyze attendance trends and ensure appropriate action is taken as needed;
- Work directly with individual teachers, house teams, and families to ensure the timely attendance of every child;
- Work in collaboration with the special education team to coordinate services and communication with parents of students with special needs;
- Lead the crisis response team for students in critical need (e.g. suicide ideation, self-harm, family crisis, homelessness, etc.)

Learning Coach:

The School Counselor will also serve as a Learning Coach to a designated home group of students through regular Coaching for Learning and data led conversations (1 to 1 and group). She/he will act as an advocate for these students during the planning of teaching and learning and providing guidance, support, and encouragement to ensure their success and achievement.

Key Relationships:

Internal: Works with all students, families and staff at Roosevelt CCA
External: Extensive communication with all the stakeholders of Roosevelt CCA

Key Behavioral Competencies:

- Demonstrates a drive, commitment and sense of urgency that inspires others to achieve results
- Identifies, analyzes and discusses decision making alternatives with multiple stakeholders
- Resolves requests and complaints in a timely manner, demonstrating a high level of commitment to meeting requirements within policy and compliance guidelines
- Makes frequent and regular contact with clients to keep them informed and to learn of any new issues or challenges that can impact expected outcomes
- Works closely with direct client contacts to establish relationships, starting to establish credibility by demonstrating fairness, equity and consistency in transactions
- Recognizes people who may be of critical importance to achievement of one's objectives and involves them to get their input

- Uses considerable judgment and initiative to determine the approach or action to take in non-routine situations
- Shifts priorities to address changes in events or assigned goals
- Brings ideas for service delivery improvements to the attention of others and pursues these ideas through to resolution or completion
- Maintains a pleasant attitude being tactful and courteous with all school personnel, students and visitors
- Responds to information request in a cooperative, courteous, and timely manner
- Is attentive, patient and fair with students

Background:

- A Master's of Social Work or Master's in Counseling degree
- Appropriate state licensure
- Clinical experience with at-risk children
- Strong communication skills; ability to work collaboratively with teachers/staff
- Experience developing and managing community-based initiatives or school-business partnerships

Special Education Teacher

Role: Special Education Teacher
Reports to: Principal
Direct Reports: Not Applicable

Job Summary:

As a member of a teaching team, the Special Education Teacher will be responsible for teaching students, who have a variety of disabilities, in an interesting, stimulating, and effective manner. He or she uses a variety of instructional methodologies and curriculum resources to meet the child's individual needs. They regularly administer different forms of student assessments and use the information gained from these to guide instructional planning.

The Special Education teacher works as a team member, participating in common planning, professional development, and curriculum design. Incumbents will collaborate with house team members to analyze different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction to meet the unique learning needs of their students. They work to integrate technology into their teaching and professional activities.

Main Responsibilities:

- Provide special education services identified on the IEPs of students with disabilities.

Special education teachers may be required to provide academic, behavioral, and/or independent functioning services

- Provide special education services in a variety of service delivery models such as monitoring, collaboration or consultation, co-teaching or team teaching, facilitated instruction, resource room, direct instruction, or a self-contained classroom
- Collaborate with SEC to develop IEPs
- Collaborate with SEC on progress monitoring for students with disabilities (e.g., CBM, Benchmark Assessment System, etc.)
- Communicate regularly with SEC for support and guidance on issues regarding the provision of special education services to students at assigned school
- Other duties as assigned by the supervisor

Learning Coach:

The Special Education Teacher will also serve as a Learning Coach to a designated home group of students through regular Coaching for Learning and data led conversations (1 to 1 and group).
She/he will act as an advocate for these students during the planning of teaching and learning and providing guidance, support, and encouragement to ensure their success and achievement.

Key Relationships:

Internal: School faculty and staff
External: School visitors, outside vendors, contractors

Key Behavioral Competencies:

- Generally asks relevant and insightful questions to establish facts
- Seeks to understand key decision making issues and characteristics when guided by others
- Shows increasing understanding of EdisonLearning work processes and standards
- Thinks to ask questions about actions required to produce expected results
- Expresses interest in taking on varied projects and tasks to develop new skills in most situations
- Develops and maintains positive working relationships with co-workers by being punctual and maintaining a pleasant work attitude
- Shows that understands accepted professional conduct within the EdisonLearning environment by acting honestly and openly and responding positively to any feedback on professional conduct

Background Requirements:

- Bachelor of Arts or Bachelor of Science degree required (master's degree preferred)
- Special Education teaching certification required
- Minimum of 2 years of teaching experience required

Special Education Paraprofessional

Role: Special Education Paraprofessional
Reports to: Director of Special Education
Direct Reports: Not Applicable

Job Summary:

The special education paraprofessional works under the supervision of the certified special education teacher. The primary role of this position is to support the specially-designed instruction for special education students in their least restrictive environment (e.g., regular education classroom, self-contained classroom, resource room, etc.).

Main Responsibilities:

- Support special education and regular education teachers with the provision of academic, behavioral, and/or independent functioning special education services
- Monitor, supervise, and support students with disabilities in classroom and school environments
- Assist special education teacher in progress monitoring and collection of academic, behavioral, independent functioning, communication, and/or health data
- Other duties as assigned by the supervisor

Learning Coach:

The Special Education Paraprofessional will also serve as a Learning Coach to a designated home group of students through regular Coaching for Learning and data led conversations (1 to 1 and group). She/he will act as an advocate for these students during the planning of teaching and learning and providing guidance, support, and encouragement to ensure their success and achievement.

Key Relationships:

Internal: Students, families and staff
External: Health service professionals, psychologists and other supporting agencies – ensures that all interactions are positive, professional and focused on the welfare of the students

Key Behavioral Competencies:

- Process Orientation

    - Demonstrates awareness of and concern for entire process leading to expected results and the relationship between actions and results. Establishes or follows a course of action and a sequence of steps to ensure objectives are met.
    - Thinks ahead to set up requirements in advance. Prepares effective program of activities; timetabling; organizing facilities
- Adaptability
    - *Responds to change with a positive attitude and a willingness to learn new ways of working. Seeks new skills, behaviors and knowledge to increase personal performance capabilities.*
    - Adjusts schedules and tasks, when necessary, to make things work
- Collaboration
    - *Willingly cooperates and works collaboratively towards solutions which generally benefit all involved parties; works cooperatively with others to accomplish school objectives; promotes collaboration and partnerships.*
    - Participates willingly toward accomplishing group goals demonstrating respect for team efforts

Background:

- Two years of college credit from an accredited educational institution to meet the No Child Left Behind (NCLB) requirements or High School Diploma required.
- Possess basic English and mathematics skills required.
- Training or experience in working with handicapped children preferred
- Planning and organizational skills preferred.
- Knowledge of operation of office and audio-visual equipment preferred

Teacher

Role: Teacher
Reports to: Lead Teacher, Academy Director, Principal
Direct Reports: Not Applicable

Job Summary:

As a member of a teaching team, the teacher will be responsible for teaching students in an interesting, stimulating, and effective manner. He or she uses a variety of instructional methodologies and curriculum resources to teach content and skills to students. They regularly administer different forms of student assessments and use the information gained from these to guide instructional planning.

The teacher works as a team member, participating in common planning, professional development, and curriculum design. Teachers are reflective about their practice and as they develop areas of expertise, share this with their team members. Teachers collaborate with house team members to analyze different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They work to integrate technology into their teaching and professional activities.

Main Responsibilities:

- Meet EdisonLearning Teaching Core Principles
- Implement EdisonLearning, school and district policies and procedures
- Work closely with lead teachers and other colleagues to develop and build teaching skills
- Collaborate with colleagues on curriculum, student needs and assessment
- Contribute to a culture of professionalism among team members
- Monitor academic progress of students in their class/es
- Maintain ongoing communication with parents, staff, and community
- Integrate technology into the instructional program and become proficient in its use
- Develop effective instructional and classroom management techniques

Learning Coach:

The Teacher will also serve as a Learning Coach to a designated home group of students through regular Coaching for Learning and data led conversations (1 to 1 and group). She/he will act as an advocate for these students during the planning of teaching and learning and providing guidance, support, and encouragement to ensure their success and achievement.

Key Relationships:

Internal: School faculty and staff
External: School visitors, board, community members

Key Behavioral Competencies:

- Generally asks relevant and insightful questions to establish facts
- Seeks to understand key decision making issues and characteristics when guided by others
- Shows increasing understanding of EdisonLearning work processes and standards
- Thinks to ask questions about actions required to produce expected results
- Expresses interest in taking on varied projects and tasks to develop new skills in most situations
- Develops and maintains positive working relationships with co-workers by being punctual and maintaining a pleasant work attitude
- Shows that understands accepted professional conduct within the EdisonLearning environment by acting honestly and openly and responding positively to any feedback on professional conduct

Background:

- Bachelor of Arts or Bachelor of Science degree required
- Appropriate teacher certification required
- Minimum of 2 years of teaching experience required
- Evidence of educational experiences after college (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.) preferred

Music Teacher

Role: Music Teacher
Reports to: Lead teacher, Academy Director, Principal
Direct Reports: Not Applicable

Job Summary:

An EdisonLearning music teacher demonstrate the qualities of the general academy teachers in the areas of curriculum, instruction, student and classroom management, professional responsibilities, professional relationships, and family and community involvement. He/she makes a significant contribution to the aesthetic appreciation of students, introducing them to cultures and musical genres beyond their everyday experience thereby enriching their appreciation and understanding of music and the contribution it makes to our lives.

Main Responsibilities:

- Plan and deliver a rich, process-based curriculum aligned to state standards and grade level expectations
- Differentiate instruction to ensure that the needs of all students are met
- Establish, nurture and manage student-directed classrooms in which work independently, cooperatively, and collaboratively creating their own music and performing this for others. The music room should be a place where students feel safe to be creative and to develop their full potential.
- Use dance and create movement to enhance students' musical experiences
- Eagerly embrace technology, and use this for instruction, communication and planning
- Assess students' progress, products and performances regularly, developing rubrics aligned to state standards to ensure that all necessary skills and content are taught effectively
- Work with colleagues to plan, problem-solve and support one another on a daily basis
- Actively participate in house and faculty meetings as well as school activities and projects
- Engage parents in their children's education whenever possible, maintain contact with parents and guardians to celebrate successes and resolve any problems in a positive and professional manner
- Plan and organize school and community music events, such as concerts, workshops and musician-in-residence programs
- Organize, implement and oversee instrumental lessons where provided

Learning Coach:

The Music Teacher will also serve as a Learning Coach to a designated home group of students through regular Coaching for Learning and data led conversations (1 to 1 and group). She/he will act as an advocate for these students during the planning of teaching and learning and providing guidance, support, and encouragement to ensure their success and achievement.

Key Relationships:

Internal: Students, families and staff
External: Promote the musical lives of students through relationships with local colleges, orchestras and choirs

Key Behavioral Competencies:

- Personal Accountability
  - When commits to do something, does it decisively, responsibly and with urgency. Can be relied on consistently.
  - Typically shows awareness of potential obstacles to goal achievement by asking questions or seeking clarification from decision makers
- Adaptability
  - Responds to change with a positive attitude and a willingness to learn new ways of working. Seeks new skills, behaviors and knowledge to increase personal performance capabilities.
  - Takes on new projects, challenges and assignments in order to develop new skills and knowledge
- Collaboration
  - Willingly cooperates and works collaboratively towards solutions which generally benefit all involved parties; works cooperatively with others to accomplish company objectives; promotes collaboration and partnerships.
  - Participates willingly toward accomplishing group goals demonstrating respect for team efforts

Background:

- Bachelor of Arts or Bachelor of Science degree required; Masters degree in education preferred
- Appropriate teacher certification required
- Ability to play a musical instrument, particularly the recorder and/or piano required
- Understand and implement general music theories, basic note reading, and basic composition required
- Understand processes and history of traditional instruments across a wide range of cultures
- Knows American, European and non-Western music history required
- Evidence of educational experiences after college desirable (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.) preferred

- Demonstration of teaching techniques and classroom management skills (i.e., effective instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership principal preferred

Facilities Manager

Role: Facilities Manager
Reports to: Site Operations Manager
Direct Reports: Not Applicable

Job summary:

Administer and direct multiple maintenance, construction, and modernization projects; performs technical and professional management in planning, scheduling, monitoring, budgeting, documentation, and cost controls; plans, directs and oversees all maintenance, operations, security and transportation activities for Roosevelt College & Career Academy.

Main Responsibilites:

- Manages the maintenance, custodial, grounds, food service, operations and transportation activities required to maintain a high functioning school for grades 6-12
- Develops and administers facility operations budget
- Manages safety, security and emergency planning and oversight for the school
- Directs approved renovations, site repairs and construction
- Collaborates with internal (e.g. Procurement and Contracted Services, etc.) and external personnel (e.g. architects, contractors, community members, etc) for the purpose of planning, implementing and/or maintaining services and programs for the school.
- Facilitates meetings and workshops for the purpose of identifying issues, developing recommendations and implementing agreed upon processes and plans.
- Develops and manage project plan for ensuring that building is ready for occupancy within stated deadlines.
- Creates facility management budgets and monitors expenditures against budget.
- May perform personnel functions such as interviewing, evaluating and supervising maintenance and security staff.
- Develops and maintains a five-year deferred maintenance plan in collaboration with the Gary Community Corporation.
- Develops overall procedures to deliver school construction projects on schedule and within budget.
- Assist in the bid process through all phases of construction.
- Plans for and inspects new construction, repair work and related projects for the purpose of ensuring that jobs are completed within stated timelines, in compliance with regulatory requirements and approving inspection reports and payment requests.
- Updates master plan for facilities, evaluates needs, prepares funding plan and performs

other facilities related activities.
- Prepares and maintains required written facility reports such as facility records, correspondence, policies and procedures related to facility management.

School Social Worker

Role: School Social Worker
Location: New Life Academy
Reports to: Director of Student Support, Principal
Direct Reports: None

Job Summary:

The School Social Worker is a critical member of the Student Support Team, championing the behavioral, social/emotional and mental health needs of students in support of student achievement across the school. They take a leadership role in providing professional development within the school to create a solid understanding of the psychosocial development of children and the influences of family, community, and cultural differences on student achievement. They are a crucial voice in determining, planning and supporting the implementation of interventions, particularly related to the behavioral/social/emotional issues of students.

Primary Responsibilities

The responsibility of the School Social Worker is to provide social work counseling to students and parents; provide psycho-social assessment and diagnosis of behavioral disabilities with recommendations and/or environmental manipulations at the school, home and/or in the community with periodic reevaluations; make referrals to public or private agencies with appropriate follow-up; serve as a liaison between school, family and community resources; serve as a source of information regarding community resources; maintains appropriate school records and provide written reports and communications and other related duties.

The candidate will also serve as a Learning Coach to a designated home group of students through regular Coaching for Learning and data led conversations (1 to 1 and group). Act as an advocate for these students during the planning of teaching and learning and providing guidance, support, and encouragement to ensure their success and achievement.

Learning Coach:

The School Counselor will also serve as a Learning Coach to a designated home group of students through regular Coaching for Learning and data led conversations (1 to 1 and group). S/he will Act as an advocate for these students during the planning of teaching and learning and providing guidance, support, and encouragement to ensure their success and achievement.

Key Relationships:

Internal: Works with all students, families and staff at New Life Academy
External: Extensive communication with all the stakeholders of New Life Academy

Key Behavioral Competencies:

- Demonstrates a drive, commitment and sense of urgency that inspires others to achieve results
- Identifies, analyzes and discusses decision making alternatives with multiple stakeholders
- Resolves requests and complaints in a timely manner, demonstrating a high level of commitment to meeting requirements within policy and compliance guidelines
- Makes frequent and regular contact with clients to keep them informed and to learn of any new issues or challenges that can impact expected outcomes
- Works closely with direct client contacts to establish relationships, starting to establish credibility by demonstrating fairness, equity and consistency in transactions
- Recognizes people who may be of critical importance to achievement of one's objectives and involves them to get their input
- Uses considerable judgment and initiative to determine the approach or action to take in non-routine situations
- Shifts priorities to address changes in events or assigned goals
- Brings ideas for service delivery improvements to the attention of others and pursues these ideas through to resolution or completion
- Maintains a pleasant attitude being tactful and courteous with all school personnel, students and visitors
- Responds to information request in a cooperative, courteous, and timely manner
- Is attentive, patient and fair with students

Background:

Required qualifications for this position include Possession of a valid Indiana credential authorizing pupil personnel services as a school social worker (K-12). Possession of a Masters degree in counseling or social work or related field such as Psychology. Evidence of in-depth knowledge of special education programs, with in-depth experience working with individuals with exceptional needs.

- Ensures compliance with local, state and federal regulations including but not limited to OSHA, ADA, asbestos abatement and health and safety issues that pertain to Indiana public schools
- Manages an annual inventory of building and grounds and prepares reports for management
- Performs other duties as assigned

Learning Coach:

The Facilities Manager will also serve as a Learning Coach to a designated home group of students through regular Coaching for Learning and data led conversations (1 to 1 and group). She/he will act as an advocate for these students during the planning of teaching and learning and providing guidance, support, and encouragement to ensure their success and achievement.

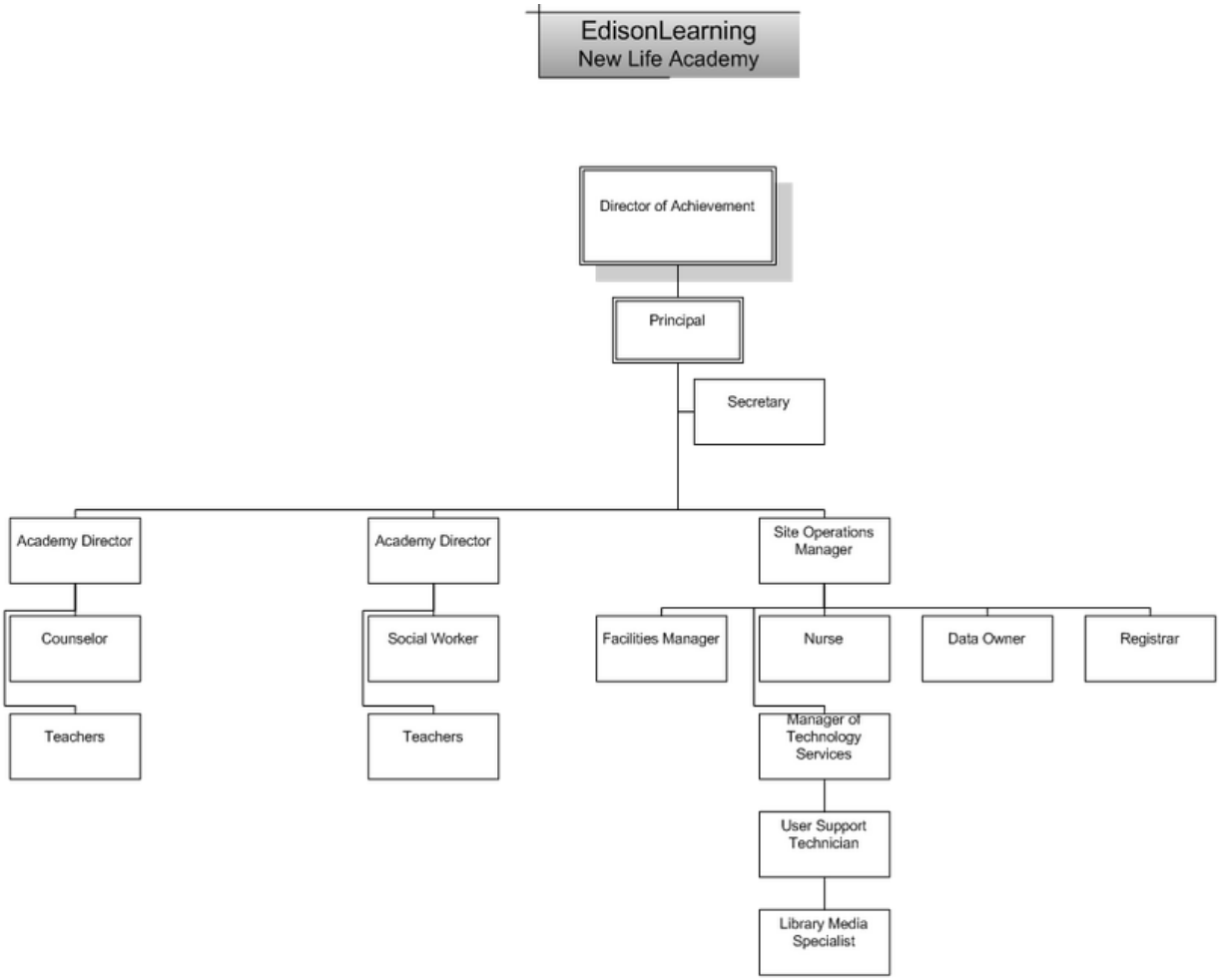
Skills Required:

- Ability to manage, plan, organize, budget for and direct the maintenance and operations of a school and grounds
- Communicate effectively with all members of the school, district personnel and community
- Knowledge of the principles of construction estimating and budget planning; project cost controls and related software; principles of project scheduling, local, state and federal standards and legal provisions governing school building construction; local and state building codes and safety regulations; general characteristics and relative costs of methods of construction, architectural features, and building and room designs suitable for school uses; principles of school facilities planning as related to classroom instruction, traffic flow and economy of maintenance, growth and adaptability of multi-functional usage.

Education & Experience & Licenses Required:

- AA/BA degree in facilities management, engineering, business administration, construction management, or other related field.
- Minimum of 5 years in school facility management
- Valid Indiana Drivers License

2.5a School-Level Organizational Chart



2.5b Documents on Teacher Evaluation (4 documents)

2015 Teacher Summative Evaluation

Teacher Name: Principal Name:
School Name: Review Period:

Section I: Framework Performance
In the spaces provided, the principal and the teacher should provide both a rating and comments on the teacher's performance against the Framework for Learning & Teaching

Foundation 1	
Principal Rating: Select Rating	**Teacher Rating**: Select Rating
Principal Comments:	**Teacher Comments**:

Foundation 3	
Principal Rating: Select Rating	**Teacher Rating**: Select Rating
Principal Comments:	**Teacher Comments**:

Power Theme A	
Principal Rating: Select Rating	**Teacher Rating**: Select Rating
Principal Comments:	**Teacher Comments**:

Power Theme B	
Principal Rating: Select Rating	**Teacher Rating**: Select Rating
Principal Comments:	**Teacher Comments**:

Power Theme C	
Principal Rating: Select Rating	**Teacher Rating**: Select Rating

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Principal Comments:	**Teacher Comments**:

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SECTION II: Professional Attributes Evaluation

Principal and Teacher should provide a final, end of year rating for each attribute on the Professional Attribute Rubric.

1 = Below Expectations
2 = Meets Expectations
3 = Exceeds Expectations

Attribute	Principal Rating	Teacher Rating
Communication	**Select Rating**	Select Rating
Personal Accountability	**Select Rating**	Select Rating
Collaboration	**Select Rating**	Select Rating
Attendance & Punctuality	**Select Rating**	Select Rating
Adaptability	**Select Rating**	Select Rating
Process & Policy Orientation	**Select Rating**	Select Rating
Integrity	**Select Rating**	Select Rating
Technology Use	**Select Rating**	Select Rating

Principal Comments:
Teacher Comments:

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SECTION III: Summary Evaluation

Please rate the employee's overall performance for the evaluation period.

Section I: Framework Performance	Select Rating	70%
Section II: Overall Professional Attributes	Select Rating	30%
Section III: Summary Evaluation	**Select Rating**	

Overall Comments
Overall Comments by Principal:
Overall Comments by Teacher:

Electronic Signature

I have reviewed this evaluation of my performance with my supervisor and received a copy of the review. I understand that the original version of this evaluation will be retained in my personnel file. A checkmark in the box below serves as my signature, and indicates neither agreement nor disagreement with this evaluation.

Teacher: ☐ Date:

Principal: ☐ Date:

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Teacher Post Observation Feedback Form

Teacher Name _____ Grade / Subject Area _____

Date of observation _____ Time _____

Observer Name: _____

Before completing the post-observation feedback form, the observer should also review the teacher's student achievement data, and use that data to inform the feedback to be provided.

Part A: Observed Strengths & Opportunities for Improvement

Areas of strength: *(Identify areas of strength from the Framework for Learning & Teaching and from the student achievement data.)*

Opportunities for improvement: *(Identify opportunities for improvement from the Framework for Learning & Teaching and from the student achievement data.)*

Teacher _____ Observation Date _____

Part B: Using TGROW to Establish Next Steps

Based on the identified strengths and opportunities for improvement, identify one focus area and work collaboratively to complete the TGROW form.

T	**TOPIC**	What's the focus issue of challenge for this conversation?
G	**GOAL**	What do you want to achieve or make happen as a result of this Learning Conversation? How will you know you have achieved this goal or solved this challenge?
R	**REALITY**	What are things like now?
O	**OPTIONS**	What are your choices? What else might you do to improve your reality? What are the benefits and downsides of each option? What might you do now to achieve your goal? What would you do different? the same? How does the Framework help you identify your options?
W	**WILL**	What will you commit to doing? What could stop you from moving forward? How will you deal with this? When will you start?

Teacher _____ Observation Date _____

Part C: Professional Attributes Rubric

The principal should select a rating for each of the areas on the Professional Attributes Rubric that best represents the teacher's current/most recent performance in each area.

Attribute	Principal Rating
Communication	**Select Rating**
Personal Accountability	**Select Rating**
Collaboration	**Select Rating**
Attendance & Punctuality	**Select Rating**
Adaptability	**Select Rating**
Process & Policy Orientation	**Select Rating**
Integrity	**Select Rating**
Technology Use	**Select Rating**

Comments:

Part D: Review Teacher Growth Plan

The principal and teacher should review the Teacher's Growth Plan document. This review should include discussion of progress the teacher has made in completing the actions that were identified, and discussion of any challenges or "speed bumps" that the teacher is facing in completing the action plans. Finally, the teacher and principal should determine if the Growth Plan should be updated, based on the observation and TGROW plans identified in Part B.

Teacher _____ Observation Date _____

Electronic Signature

I have reviewed this written observation with my supervisor and we have discussed its contents and implications. I understand that the original version of this written observation will be retained in my personnel file. A checkmark in the box below serves as my signature, and indicates neither agreement nor disagreement with this evaluation.

Teacher: ☐ Date:

Principal: ☐ Date:

2014-2015 EMPLOYEE PERFORMANCE GOALS & QUARTERLY REVIEW

Every employee should have 3 – 5 performance goals each fiscal year. Performance goals should focus on specific, measurable job-related tasks that an employee is expected to accomplish during the course of the year. Goals will ensure that each employee and manager know what they need to accomplish, and will help keep employees focused on priorities. Goals should align with both the schools School Achievement Plan (SAP) or School Improvement Plan (SIP). The goals should be SMART - Specific, Measurable, Attainable, Relevant and Time bound. Goals should be written in a way that during a quarterly or end of year review, they can be easily assessed in terms of whether they have been achieved.

Employee Name:

School Goal	Employee Performance Goal	Metric

2014-2015 EMPLOYEE PERFORMANCE GOALS
& QUARTERLY REVIEW

Employee Name:

Mid-Year Review Date:	Comments:	Signed:
January 2015		Manager: _____ Employee: _____

Teacher Pre-Observation Form

Teacher Name _____ Grade / Subject Area _____

Date of scheduled observation _____ Time _____

Directions: Please complete and return this form to the principal or designated observer at least three days prior to the observation of your lesson. Please attach your lesson plan. Your principal will set up a brief meeting with you to discuss your observation in advance.

1. Identify any development/growth areas on which you have been working that you would like the observer to observe specifically.

2. Identify any area with which you specifically want the observer to provide you with feedback.

3. Is there anything else you want me to be aware of as you teach this lesson?

Student Registration Packet

2012-2013

We are excited about the 2012-2013 school year at XXX Academy, and look forward to your student being a part of XXX.

COMPLETE THESE REQUIRED FORMS
❑ Student Information
❑ Parent/Guardian Information
❑ Emergency Contact Information
❑ Medical Information
❑ IEP/504 Information (If applicable)
❑ Media Release Form
❑ Release of Records Form

SUBMIT THESE REQUIRED DOCUMENTS
❑ Copy of child's Social Security Card
❑ Copy of child's Birth Certificate (Government-issued)
❑ Child's Current Immunization Records *Indiana Form 52642 (4-06)*
❑ Last Report Card
❑ Proof of residency
❑ Copy of IEP or 504 (For special education students only)
❑ Proof of Legal Guardianship (If applicable)

Theodore Roosevelt CCA prohibits discrimination in employment, educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity or associated preference

Student Registration Packet

2012-2013

Theodore Roosevelt
College & Career Academy
Phone: (219) 886-6660
Fax: (866) 422-9027

Part 1 - Student Information

Student First Name	Middle Name	Last Name	Suffix

Street

City	State	Zip

Phone Number ☐ Check if text-enabled cell phone Alternate Phone Number ☐ Check if text-enabled cell phone

Date of Birth Gender

Grade Entering Fall 2012

Ethnicity: ☐ African American ☐ Native American ☐ Hispanic ☐ Caucasian ☐ Pacific Islander
☐ Multi-Racial ☐ Asian American ☐ Other _____

U.S. Department of Education has established new guidelines regarding the collection of data on race and ethnicity for public and charter school students and staff. ***The federal government requires all states to collect this data on all existing as well as new students and staff.*** *Therefore, every school in the state is required to report to the state's Department of Education each year student data by race and ethnicity categories that are set by the feral government. These guidelines are in place to provide a more accurate picture of the nation's ethnic and racial diversity to the U.S. Department of Education. The guidelines will enable individuals to be identified in ethnic classifications and in more than one racial category. Since this is a federal mandate, if you choose to opt out, the school will be required to choose a category for your child by observer identification.*

Are you interested in receiving more information regarding the free and reduced meal program at Theodore Roosevelt CCA? ☐ YES ☐ NO

Does the student have siblings? If so, please fill out below:

First Name	Last Name	Age	Grade	School
First Name	Last Name	Age	Grade	School
First Name	Last Name	Age	Grade	School

How will the student arrive and depart from school? ☐ Parent ☐ Carpool with other student/family

☐ Bus ☐ Student will drive - Make_____ Model _____ Lic. Plate #_____

Part 2 - Parent/Guardian Information

☐ Mother / ☐ Legal Guardian / ☐ Other_____

First Name | Middle Name | Last Name | Suffix

Street Address (where live)

City | State | Zip

Mailing Address (If different from above)

City | State | Zip

Home Phone | Cell Phone | E-mail

Employer | Work Phone | Extension

U.S. Citizen ☐ YES ☐ NO

Responsible for Student ☐ YES ☐ NO Student lives with this Parent/Guardian ☐ YES ☐ NO

☐ Father ☐ Legal Guardian ☐ Other_____

First Name | Middle Name | Last Name | Suffix

Street Address (where live)

City | State | Zip

Mailing Address (If different from above)

City | State | Zip

Home Phone | Cell Phone | E-mail

Employer | Work Phone | Extension

U.S. Citizen ☐ YES ☐ NO

Responsible for Student ☐ YES ☐ NO Student lives with this Parent/Guardian ☐ YES ☐ NO

Any Parental/Custodial arrangements the school should be made aware of?

Should the non-custodial parent be copied on all communications?: ☐ YES ☐ NO

X_____

Signature of: ☐ Parent ☐ Legal Guardian Date

X_____

Signature of: ☐ Parent 2 ☐ Legal Guardian Date

Part 3 - Emergency Contact Information (in addition to Parent/Guardian Contacts)

First Name	Last Name	Relationship to Student
Phone	Alternate Phone	E-mail

Part 4 - Medical Information

Theodore Roosevelt College & Career Academy is fully committed to providing quality education to all of our students, including those with special needs. We need your help, so please complete this section with care.

Does your student take medications for any medical reason (ADHD, Diabetes, Asthma, etc.)? If yes, what medications? ☐ YES ☐ NO

Does the student use a hearing aid? ☐ YES ☐ NO

Does the student wear glasses or contacts? ☐ YES ☐ NO

Does the student have any food allergies? If yes, please list them: ☐ YES ☐ NO

Has the student ever been evaluated for special education?
If yes, what was the evaluation date and what school/facility conducted testing: ☐ YES ☐ NO

Does the student have a documented disability, an IEP or 504?
If yes, please fill out Part 5. ☐ YES ☐ NO

Part 5 - IEP/504 Detail Information

Does your child have an Individual Education Plan (IEP)? ☐ YES ☐ NO

Does your child have a 504 plan? ☐ YES ☐ NO

Does your child receive special education services? ☐ YES ☐ NO

If you marked yes to any of the above questions, a representative from EdisonLearning will contact you to provide further information on the instructional model for students with disabilities.

We will need a copy of your child's IEP or Section 504 plan prior to completing the registration process. Thank you for providing us this information in a timely manner. If you do not have a copy of these documents, we will contact your child's previous school to obtain these records.

Theodore Roosevelt
College & Career Academy
Phone: (219) 886-6660
Fax: (866) 422-9027

Part 6 - 2012-2013 Student Media Release Form

Theodore Roosevelt College & Career Academy actively engages in multiple print, internet and broadcast media projects. One goal of the school is to promote and publicize the accomplishments of the students - awards, competitions, human-interest stories, and other events that highlight the many successes, which occur at our school. Only students with completed release forms will be considered for these projects.

I, (parent name) _____, ☐ DO ☐ DO NOT
grant permission as the legal parent/guardian of:

_____, (student name)
to Theodore Roosevelt College & Career Academy to use photographs and/or video footage of my child in marketing and/or promotional materials and for release to the media.

_____

PRINT Parent/Guardian Name | Relationship to Student

X_____

Parent/Guardian Signature | Date

AUTHORIZATION FOR RELEASE OF STUDENT RECORDS

To Whom It May Concern:

I hereby request the transfer of all school records of my child (including but not limited to, educational, discipline, social, psychological, medical records and home language survey) to Theodore Roosevelt College and Career Academy:

Student's Name:

_____ _____

Student's Date of Birth:

_____ _____

From (name of school that has student's records):

_____

TO:
Theodore Roosevelt College and Career Academy
Attention: Data Owner/Student Records
730 West 25th Avenue
Gary, IN 46407

Print Name of Parent/Guardian:

_____

Signature of Parent/Guardian:

_____

Date: _____

Thank you for your cooperation.

Theodore Roosevelt College and Career Academy

Theodore Roosevelt
College & Career Academy
Phone: (219) 886-6660
Fax: (866) 422-9027

Part 7 - Recommended for Incoming 7th and 8th Grade Students

Attention all incoming 7th and 8th graders!

Have you heard about the Twenty-first Century Scholars Program?

The Twenty-first Century Scholars Program began in 1990 as Indiana's way of raising the educational aspirations of low- and moderate-income families. The program aims to ensure that all Indiana families can afford a college education for their children.

Income-eligible 7th and 8th graders who enroll in the program and fulfill a pledge of good citizenship to the state are guaranteed the cost of up to four years of undergraduate tuition* at any participating public college or university in Indiana. If the student attends a private institution, the state will award an amount comparable to that of a public institution. If the student attends a participating proprietary school, the state will award a tuition scholarship equal to that of Ivy Tech Community College.

In 1995, the first group of Scholars headed to college - with the continued support of the Governor and the Indiana General Assembly.

**The scholarship amount may be reduced depending on the availability of funds and the availability of the student's family to contribute to college.*

For more information, visit www.in.gov/ssaci/2345

PARENT/GUARDIAN INVOLVEMENT CONTRACT

Student Last Name:

Dear Parent/Guardian,

We want to convey the seriousness of your participation in your child's education. Parents, after all, are the first teachers in the lives of their children.

If we want The Main Street Academy to stand apart, we must have our parent community perform and participate at a level that is unprecedented. This does not imply that you work harder than most parent communities, but rather that you work smarter and with a stronger focus on what we believe really matters: literacy, instructional support through meaningful homework activities, initiatives that involve our children after school, discipline, compliance, and of course - interaction with our classroom environments.

You should know what your child's classrooms look like, what their teachers look like, where to locate books, how to access our media center and technology resources, important upcoming events/celebrations/field trips, etc. We want you to participate with a direct, positive impact on the educational progress of your children. As you begin to see the outcome/impact and benefits of your participation in our school, the perception you may have of traditional involvement will morph into something that is truly significant and positive.

Student First Name:

The Main Street Academy is well on its way to becoming one of the truly remarkable school programs in our nation, our families agree that the following program components are necessary to build the kind of learning environment of which everyone can be proud of.

The Main Street Academy Parent/Guardian agrees: (please initial each item)

To read with my child for a minimum of 15 minutes every day of the week. _____

To work with my child to complete my child's homework requirements every evening. _____

To support the school's efforts to **remove violent/inappropriate behavior** from the school. _____

To support the school by ensuring that my child **complies with all policies** outlined in the Family Handbook and School Code of Conduct. _____

To **attend all** of the Student Learning Contract (SLC) **conferences**. _____

To **attend a minimum of three parent / teacher organization meetings** throughout the 2011-2012 school year. _____

Student Grade:

To **MEET YOUR Volunteer REQUIREMENTS at the school (15 HOURS FOR A 2-PARENT HOUSEHOLD AND 10 HOURS FOR A SINGLE PARENT HOUSEHOLD)** during the school year. _____

To purchase and **maintain the necessary school dress code items** for each child, and to ensure that my child is **dressed in compliance with the dress code policy every day** that they are in attendance at The Main Street Academy. (All details of the School's Dress Code Policy will be in the Family Handbook.) _____

To send my child to school **every day at 8:00 a.m.** unless legitimately ill. _____

To send my child to school **until the last scheduled school day**. _____

To ensure that my child **is not dropped off for school prior to 7:50 a.m.** and to ensure **that my child is picked up from school by 4:00 p.m. daily**. (TMSA does plan to offer an after care program, and we will provide the details of that option as they become available.) _____

I agree to support (student first and last name) _____by following the program expectations as outlined in the above Parent/Guardian Involvement Contract. If you cannot agree to follow the expectations outlined in the above Parent/Guardian Contract or have any hesitation in making this commitment, The Main Street Academy may not be the learning environment for your child.

Parent/Guardian Signature *Relationship to Student* *Date*

STUDENT ENROLLMENT FORM 1

Student Information

Student First Name | *Middle Name* | *Last Name* | *Suffix*

Mailing Address

City | *ST* | *Zip*

Phone Number | *Alternate Phone Number*

Date of Birth | *Gender* | *Grade Entering Fall 2011* | *Social Security Number*

Birth Country | *Year Entered US School System* | *School District of Residence*

***Does the student have a special need, an IEP or 504** ☐ YES or ☐ NO

What type of lunch does your child receive? ☐ Free ☐ Reduced ☐ Not Applicable

Race/Ethnicity

Please answer ***BOTH*** part A and B.
Part A. Read the definition below and place an "X" to indicate the student's heritage.
Is this student Hispanic/Latino? (Choose only one)
☐ No, not Hispanic/Latino
☐ Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin, regardless of what race is selected below)

Part B. Select one or more races from the five racial group descriptions listed below by placing an "X" in the space or spaces provided.
What is the student's race? (Select all that apply)
☐ **American Indian or Alaska Native** *(A person having origins in any of the original peoples of North America including Mexico, South America, and Central America, and who maintains tribal affiliation or community attachments.)*
☐ **Asian** *(A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam*.
☐ **Black or African American** *(A person having origins in any of the black racial groups of Africa.)*
☐ **Native Hawaiian or Other Pacific Islander** *(A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)*
☐ **White** *(A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)*

**This information is needed for service delivery and resource allocation. The school will work with the district LEA with regard to service provision and placement of students with disabilities. Students with academic needs will receive additional support and interventions to help accelerate their learning.*

It is the policy of The Main Street Academy "TMSA" not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990. No person shall be excluded from participation in, or be denied the benefits of, any service; or be subjected to discrimination because of race, color, national origin, religion, sex age, or disability.

STUDENT ENROLLMENT FORM 2

Student Last Name:

Student First Name:

Student Grade:

Primary Contact Information

Primary Contact First Name | *Middle Name* | *Last Name* | *Suffix*

Address

City | *ST* | *Zip*

Phone Number | *Alternate Phone Number*

Work Place | *Work Phone Number*

Email | *Relationship to Student*

Secondary Contact Information

Secondary Contact First Name | *Middle Name* | *Last Name* | *Suffix*

Address

City | *ST* | *Zip*

Phone Number | *Alternate Phone Number*

Work Place | *Work Phone Number*

Email | *Relationship to Student*

The student lives with:
(Check One)

☐ Both Parents
☐ Both Parents Alternatively
☐ Father Only
☐ Foster Parents
☐ Legal Guardian
☐ Mother Only
☐ Other, please Describe_____

Any Additional Arrangements (please include name, phone and relationship to student):

STUDENT ENROLLMENT FORM 3

Student Last Name

Student First Name

Student Grade

Understanding Your Family

How did you hear about The Main Street Academy? _____

If referred, please provide full name of who you were referred by: _____

What is the main reason for selecting TMSA? _____

What is the best way to keep in contact with your family? ☐ Email ☐ Mail ☐ Phone ☐ Text

When is the best time to contact your family? ☐ Morning ☐ Afternoon ☐ Evening

Have you visited our website? ☐ YES or ☐ NO

Have you read any brochures, flyers or other printed material by TMSA ☐ YES or ☐ NO

May we share your contact information with our public relations department? ☐ YES or ☐ NO
They may contact you for a statement on why you chose our school.

Are any siblings planning to apply to The Main Street Academy? ☐ YES or ☐ NO
Please list the names and grades and indicate whether they are applying (Complete application for each student is required)
Sibling Name _____ Grade for 2011_____
Sibling Name _____ Grade for 2011_____

The following questions are Federal and State reporting requirements.

Is the student considered homeless?
Homeless individual is one who lacks a fixed, regular, and adequate primary nighttime residence – check only one:
- ☐ YES, and is in the physical custody of a parent or guardian
- ☐ YES, and is NOT in the physical custody of a parent or guardian (unaccompanied youth)
- ☐ NO

If student is considered homeless – what is considered the primary nighttime residence? – *check only one:*
- ☐ Shelters
- ☐ Hotels/Motels
- ☐ Doubled up due to economic hardship
- ☐ Unsheltered (Cars, Parks, Campgrounds)

Have you moved within the past 3 years to seek or obtain work? ☐ YES or ☐ NO
Does the work fall into any of the following categories? ☐ YES or ☐ NO
If "yes", mark which ones:
- ❑ Planting or harvesting crops
- ❑ Feeding poultry, gathering eggs, working in a hatchery
- ❑ Processing meat, poultry, fruit or vegetables, dairy products
- ❑ Commercial fishing or working on a fish farm

Information Verification: The information provided on this form is true and accurate. I understand that falsification of any information contained on this form or the use of any fraudulent means to achieve an enrollment or assignment shall be cause for revocation of the student's enrollment at The Main Street Academy.

_____
Parent/Guardian Signature *Date*

UNIFORM POLICY

Students attending The Main Street Academy are required to wear uniforms on a daily basis. We are currently revising and updating the uniform standards, which will be published prior to the 2011-2012 School Year.

Details regarding The Main Street Academy Uniform Policy will also be outlined in the Family Handbook.

PARENT/GUARDIAN INVOLVEMENT CONTRACT – FAMILY COPY

Parent/Guardian,
We want to convey the seriousness of your participation in your child's education. Parents, after all, are the first teachers in the lives of their children.

If we want The Main Street Academy to stand apart, we must have our parent community perform and participate at a level that is unprecedented. This does not imply that you work harder than most parent communities, but rather that you work smarter and with a stronger focus on what we believe really matters: literacy, instructional support through meaningful homework activities, initiatives that involve our children after school, discipline, compliance, and of course - interaction with our classroom environments.

You should know what your child's classrooms look like, what their teachers look like, where to locate books, how to access our media center and technology resources, important upcoming events/celebrations/field trips, etc. We want you to participate with a direct, positive impact on the educational progress of your children. As you begin to see the outcome/impact and benefits of your participation in our school, the perception you may have of traditional involvement will morph into something that is truly significant and positive.

The Main Street Academy is well on its way to becoming one of the truly remarkable school programs in our nation, our families agree that the following program components are necessary to build the kind of learning environment of which everyone can be proud of.

The Main Street Academy Parent/Guardian agrees:

To read with my child for a minimum of 15 minutes every day of the week.

To ensure my child's homework is done each night.

To support the school's efforts to **remove violent/inappropriate behavior** from the school.

To support the school by ensuring that my child **complies with all policies** outlined in the family Handbook and School Code of Conduct.

To **attend all** of the Student Learning Contract (SLC) **conferences**.

To **attend a minimum of three parent / teacher organization meetings** throughout the 2011-2012 school year.

To **MEET YOUR Volunteer REQUIREMENTS at the school (15 HOURS FOR A 2-PARENT HOUSEHOLD AND 10 HOURS FOR A SINGLE PARENT HOUSEHOLD)** during the school year.

To purchase and **maintain the necessary school dress code items** for each child, and to ensure that my child is **dressed in compliance with the dress code policy every day** that they are in attendance at The Main Street Academy. (All details of the School's Dress Code Policy will be in the Family Handbook.)

To send my child to school **every day at 8:00 a.m.** unless legitimately ill.

To send my child to school **until the last scheduled school day**.

To ensure that my child **is not dropped off for school prior to 7:50 a.m.** and to ensure **that my child is picked up from school by 4:00 p.m. daily**. (TMSA does plan to offer an after care program, and we will provide the details of that option as they become available.)

Appendix 3-2-a Board Bylaws

New Life Academy Charter School By-Laws

MODEL CHARTER SCHOOL BY-LAWS

ARTICLE I Name and Incorporation

Section 1. Name. The name of the corporation is_____. It is hereinafter referred to as "the corporation."

Section 2. Location. The principal location of_____school facility shall be_____.

Section 3. Purposes. The Corporation is a non-profit corporation organized under the laws of the State of Illinois and its purposes are exclusively educational as set forth in the Certificate of Incorporation. More specifically, the purposes for which the Corporation is organized are:

- *To be determined by the Board of Trustees and included here.*

Section 4. Statute and Code. The Corporation shall operate in accordance with the Illinois Charter Schools Law, ILCS5/27A; Illinois Public School Code, (105 ILCS 5/); and 23 Illinois Administrative Code

Section 4. Non-discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring and other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of Illinois.

ARTICLE II Members

Section 1. Non-membership Corporation. The Corporation shall have no members. The Trustees shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III Board of Trustees

Section 1. Number. The Board of Trustees shall consist of not less than five and not more than eleven persons. The Director of the charter school shall be a non-voting member of the Board of Trustees.

Section 2. Qualifications.

Section 3. Term. Trustees shall be elected for three year terms. Terms shall be staggered so that no more than 1/3 of the Board shall be up for election in any year, unless a vacancy(ies) needs to be filled.

Section 4. Powers. The Board of Trustees shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Trustees may, by general resolution, delegate to committees of its own number or to officers of the Corporations such powers as it may see fit for specified periods of time.

Section 5. Election. The names of the initial Trustees are set forth in the Certificate of Incorporation. The successor Trustees shall be elected by the majority voting members of the existing Trustees. The positions of those trustees whose terms have expired shall be open to be filled by those members eligible to vote. Parents of students are eligible to reside as a board member. 1 Parent/School Community Member Trustee shall be elected by the majority voting members at the first annual meeting. The successor Parent/Community Member Trustee shall be elected at the annual meeting scheduled during the year of the serving Parent/Community Member's expiring term. Parents must submit a requests to serve as the parent/Community Member Trustee at least 90 days prior to the scheduled Annual Meeting of the expiring term of service and the board members shall elect the Parent/ Community Member by the majority voting members of the existing trustees.

Section 6. Term Limits. Trustee membership shall be limited to two-year terms. Previous Trustees shall be re-eligible for membership at the end of each term.

Section 7. Resignation and Removal. A Trustee may resign by submitting his or her resignation in writing to the Chair of the Board of Trustees. A Trustee may be removed for cause at a meeting of Trustees by an affirmative vote of two-thirds of the remaining Board of Trustees. Trustees being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 9. Annual Meeting. An annual meeting of the Board of Trustees for the election of Trustees and Officers and such other business as may come before the meeting shall be held in May of each year. Written notice shall be given not less than 30 days nor more than 90 days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice. The notice shall comply with the Open Public Meetings Act (5 ILCS 120).

Section 10. Regular Meetings. In addition to the Annual Meeting, Regular meetings of the Board of Trustees shall be held once a month from September through June, excepting in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine. Timely public notice of all such regular meetings shall be provided as specified in the Open Public Meetings Act (5 ILCS 120/2.01.

Section 11. Special Meetings. Special meetings of the Board of Trustees for any purpose or purposes may be called at any time by the Chair or by a petition signed by a majority of the full Board of Trustees. Such meetings shall be held upon not less than two business days notice given personally or by telephone, telephone facsimile, or electronic mail or upon not less than four business days notice given by depositing notice in the United States mails, postage prepaid. Such notice shall specify the time and place of the meeting and in all respects comply with the notice requirements contained in the Open Public Meetings Act (5 ILCS 120/2.01.).

Section 12. Open Public Meetings Act. All meetings of the Board of Trustees shall be held in accordance with the (5 ILCS 120/2.02). Adequate notice of all meetings subject to the Act shall be visibly posted and provided to newspapers of local circulation not less than forty-eight (48) hours before any such meeting.

Section 13. Quorum. A majority of the full number of Trustees shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Trustees present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Trustees present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Trustees.

Section 14. Vacancies. A vacancy on the Board of Trustees, including a vacancy caused by an increase in the number of trustees, may be filled by a majority vote of the remaining Trustees to elect a person(s) to fill the vacancy(ies) until the next annual meeting of Trustees, at which time trustees so elected must be re-elected as specified in the Bylaws or step down from the Board as soon as his or her successor is duly elected and qualified.

Section 15. Compensation. Trustees receive no payment for their services. With board approval, trustees may be reimbursed for out-of-pocket expenses incurred on approved board business. Trustees must present receipts for all such expenses, which shall be for the trustee only, and shall be itemized and documented. Such expenses must be approved by a motion of the board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Trustees shall set a schedule of allowable charges for meals, lodging, mileage expended on board business. Reimbursements shall not exceed these limitations.

Section 16. Meeting Attendance. Trustees are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any trustee after such trustee's three unexcused, consecutive absences to ascertain the trustee's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Trustees.

ARTICLE IV Committees

Section 1. Establishment. The Board of Trustees may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the school.

Section 2. Standing Committees. Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Trustees. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up on no more than two less than a quorum of the Board of Trustees. The Chair shall be an ex officio member of each committee. The chief educational director of the charter school shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salary are to be deliberated. Standing committees shall be:

a. The finance committee is commissioned by and responsible to the Board of Trustees. It has the responsibility for working with the Board Treasurer and Management Organization (MO) to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending to the Board appropriate policies for the management of the charter school's assets. The finance committee shall be assisted by the Board Treasurer and MO.

   Appointments and Composition

   i. The members of the finance committee shall be the treasurer of the Board who shall serve as chair, the Chair who shall serve as an ex-officio member, together with other trustees appointed by the Chair with the advice and consent of the Board in accordance with the bylaws.
   ii. Additional committee members may be appointed and need not be members of the Board of Trustees.

Responsibilities:

i. Prepare an annual budget for the charter school in collaboration with the Board Treasurer and MO.
ii. Also in collaboration with the Board Treasurer and MO, develop and annually revise a five-year financial forecast and develop long-range financial plans based on the forecast.
iii. Arrange for an annual audit to be provided to the Board of Trustees.
iv. Provide oversight of the procurement process.
v. Review monthly financial statements and variances from budget, and recommend action to the Board, as appropriate.
vi. Create specific measurable board-level goals for the year as part of the full board planning process.
vii. Develop and implement a board-level training program to ensure that all trustees (especially those without a financial background) can be effective stewards of the school's financial resources.
viii. Report to the Board of Trustees at regular meetings of the Board in a manner determined by the Board.
ix. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Trustees.

b. The Academic Excellence Committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for working with the school leader and MO to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor these goals.

Appointments and Composition

i. Appointments of the chair and members of the Academic Excellence Committee shall be made annually by the chair of the Board with the advice and consent of the Board and in accordance with the bylaws.
iii. The chair of this committee shall be a member of the Board of Trustees.
iv. Members of this committee shall be members of the Board of Trustees, subject to the conditions stated in the bylaws.
v. Additional committee members may be appointed and need not be members of the Board of Trustees.

Responsibilities

vi. It is important to note that this is a governance function, not a management function, and it is anticipated that the MO and school leader will have a great deal of input into the work and composition of this committee. The committee's main role is to assure that academic excellence is defined, and that the board approves annual goals to attain academic excellence.
vii. Define and continue to refine what academic excellence means for our charter school.
viii. Ensure that all board members understand the key charter promises we have made to our community and to our authorizer.
ix. Work with the school leadership to devise clear and consistent ways to measure progress towards stated goals.
x. Work with school leadership to set annual academic achievement goals, to be presented to and approved by the full board.
xi. Work with school leadership to share with the board annual successes, barriers to reaching academic excellence, and strategies to overcome these barriers.
xii. Arrange for Board training on issues related to academic oversight and academic achievement, as needed.
xiii. Create specific measurable board-level goals for the year as part of the full board planning process.
xiv. Report to the Board of Trustees at regular meetings of the Board in a manner determined by the Board.
xv. Annually evaluate its work as a committee and the objectives it has committed

itself to and report on same to the Board of Trustee

Section 3. Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Trustees and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Trustees. Trustees shall not be eligible to serve on ad hoc committees, since they have authority and responsibility to review the committee's recommendations and adopt them or not.

ARTICLE V Officers

Section 1. Titles. The Officers of the Corporation are a Chair, a Vice Chair, a Secretary, and a Treasurer. The Board of Trustees may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these By-laws. No Officer may hold more than one position at the same time.

Section 2. Election. The Officers shall be elected from among the Board of Trustees at each annual meeting of the Trustees and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms. The Chair may serve no more than three consecutive one-year terms. Trustees elected to the other officer positions may serve no more than five consecutive one-year terms. Former officers, after a break in service of two years, may be elected to another term as an officer.

Section 4. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The Chair shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Trustees, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The Chair shall have a full and equal vote as accorded to all trustees. The Chair may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Trustees. The Chair may delegate, as needed, to any other officer any or all of the duties of the office of Chair. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these By-laws.

(b) The Vice Chair shall have such duties and responsibilities as may be delegated to him/her by the Chair. The Vice Chair shall have full and equal vote as accorded to all trustees. In the absence of the Chair, the Vice Chair shall perform all the duties of the Chair and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the Chair, including presiding at meetings of the Board of Trustees. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these By-laws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Trustees and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.

(d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Trustee member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Business Administrator, for the consideration and approval of the Board of Trustees. The Treasurer shall ensure that the Business Administrator deposits all moneys and other valuables in the name and to the credit of the Corporation with such depositaries as shall be designated by the Board of Trustees. The Treasurer shall provide oversight to the Business Administrator in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board of Trustees. The Treasurer shall render to the Board of Trustees and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of the Corporation. The Treasurer shall ensure that the Business Administrator establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Trustees a detailed written financial report in compliance with the Illinois statutes and regulations relating to charter schools. The Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Trustees to review the books of the Corporation and provide a report on them to the Board of Trustees.

Section 5. Removal. Any officer may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Trustees at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Trustees at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Trustees at such meeting.

ARTICLE VI Fiscal Year and Check Signing

Section 1. Fiscal Year. The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Check Signing. The Chair and School Business Administrator are authorized and required to sign all checks over the amount of_____. The Board of Trustees shall establish a policy setting the amount above which checks must have both signatures.

ARTICLE VII Amendments to By-laws

Section 1. Amendments. The Board of Trustees shall have the power to make, amend, or repeal the By-laws of the charter school, either in whole or in part. The By-laws may be amended at any regular meeting of the Board of Trustees or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all trustees and posted in all places and in newspapers as required by the Open Public Meetings Act not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3rds) vote of the full membership of the board.

ARTICLE VIII Dissolution

Section 1. Revocation of Charter. If, at any time and for any reason, the Corporation's charter is revoked or the Corporation becomes insolvent, all assets of the charter school, after satisfaction of all outstanding claims by creditors, will be returned to the Chicago Public School District, in accordance with law.

Section 2. Voluntary Dissolution. Should the Corporation choose to dissolve for reasons other than the revocation of its charter or financial insolvency, all assets of the charter school, after satisfaction of all outstanding claims by creditors and governmental grantors, will be distributed to the Chicago Public School District.

ARTICLE IX Additional Provisions

Section 1. Indemnification of Officers and Trustees. The Corporation shall indemnify every corporate agent as defined in, and to the full extent permitted by, of the Illinois General Not For Profit Corporation Act (805 ILCS 105/108.75. A trustee or officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or its Board of Trustees, except that nothing contained herein shall relieve a trustee or officer from liability for breach of a duty based on an act of omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c)resulting in receipt of an improper personal benefit.

Section 2. Compensation. No trustee or officer shall receive any fee, salary, or remuneration of any kind for services rendered to the Corporation, except that trustees and officers may be reimbursed for proven expenses incurred in the business of the Corporation and approved by formal vote of the Board of Trustees.

Section 3. Insurance. The Board of Trustees shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 4. Audit. At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Trustees present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with Illinois

statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. Copies of the audit shall be provided to agencies in accordance with Illinois Charter School Law 105 ILCS 5/27A-5(f).

ARTICLE X Public Records

Section 1. Freedom of Information Act. The Board of Trustees recognizes it is a public entity and will respond to Requests for inspection or copies of any records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, cards, tapes, recordings, electronic data processing records, recorded information and all other documentary materials, regardless of physical form or characteristics, having been prepared, or having been or being used, received, possessed or under the control of any public body in accordance with the Freedom of Information Act (5 ILCS 140/3). Records that are not subject to release via the FOIA process include confidential and trade secret information.

Requests shall be made in writing and directed to the Board of Trustees. Written requests may be submitted to the Board of Trustees via personal delivery, mail, telefax. The Board of Trustees will not require that a request be submitted on a standard form or require the requester to specify the purpose for a request, except to determine whether the records are requested for a commercial purpose or whether to grant a request for a fee waiver. All requests for inspection and copying received by a Board of Trustees shall immediately be forwarded to its Board

Chairperson. The Board of Trustees shall, promptly, either comply with or deny a request for public records within 5 business days after its receipt of the request, unless the time for response is properly extended under subsection (e) of the Freedom of Information Act (5 ILCS 140/3. Denials shall be in writing as provided in Section 9 of the Freedom of Information Act.

Article XI American Disabilities Act (ADA)

Section 1. The Board of Trustees is committed to providing "reasonable accommodations" in keeping with Section 504 of the Rehabilitation Act and the Americans with Disability Act of 1992. The Board of Trustees will take such actions as are necessary to ensure that no qualified person is denied the benefits of, excluded from participation in, or use of programs or activities provided by the School.

These By-laws were adopted by the Board of Trustees at its meeting held on_____by a vote of_____.

_____
Board Secretary

Code of Ethics
New Life Academy Charter School

General Guidelines

In the conduct of business and discharge of responsibilities, Providers commit to:

1. Conduct business honestly, openly, fairly, and with integrity.
2. Comply with applicable laws, statutes, regulations and ordinances.
3. Avoid known conflict of interest situations.
4. Never offer or accept illegal payments for services rendered.
5. Apply these guidelines and standards throughout the company by insuring all employees understand them and act accordingly.
6. Refrain from publicly criticizing or disparaging other providers.
7. Comply with the confidentiality and non-disclosure provisions of all applicable federal, state and local laws, including those relating to student identity, records, reports, data, scores and other sensitive information.
8. Be factual and forthright in reporting and documenting attendance rates, effectiveness of their programs, and in explaining the theoretical/empirical rationale behind major elements of its program, as well as the link between research and program design.
9. Take appropriate corrective action against provider employees, consultants or contractors who act in a manner detrimental to the letter or spirit of this code.
10. Take immediate steps to correct any actions on its part that willfully or inadvertently violate of the letter or spirit of this code.

I. Standards Specific to New Life Academy Charter School

Economic Interest in Contracts and Board Work - Board Members

A. A Board Member who knows or has reason to know that he or she has an Economic Interest in the name of any Person or any other Legal Entity with a contract, work, business, or sale authorized by action of the Chicago Board of Education shall:

1. Disclose such Economic Interest publicly at a Board meeting prior to any vote being taken on the matter;
2. Recuse himself or herself from any participation or discussion of the matter; and
3. Abstain from voting on the matter.

B. Unless sold pursuant to a process of competitive bidding following public notice, no Board Member shall have an Economic Interest in the purchase of any property that belongs to the Board or is sold by the Board through legal process.

Economic Interest in Contracts and Board Work - Employees

A. No Employee shall have an Economic Interest in any of the following regardless of expense, price, or consideration:

1. Contracts with the Board;
2. Work or business of the Board; or
3. Sale of any article to the Board either paid with funds belonging to or administered by the Board, or authorized by action of the Board.

B. Unless sold pursuant to a process of competitive bidding following public notice, no Employee shall have an Economic Interest in the purchase of any property that belongs to the Board or is sold by the Board through legal process.

Economic Interest and Conflicts of Interest - Local School Council Members

A. No Local School Council member shall have an Economic Interest in any contract, work, or business of the school in which he or she serves.

B. No Local School Council member shall have an Economic Interest in the sale, purchase, or lease of any article for which the expense, price, or consideration is paid by his or her Local School Council, or by the school in which he or she serves.

C. No Local School Council member shall be an employee of a third party which compensates the member to work at the school where he or she serves on the Local School Council.

D. No Parent or Community Local School Council member shall receive any form of remuneration or parent stipend from his or her school, except that the Board may provide reimbursement to Local School Councils members for reasonable and necessary expenses (excluding lodging or meal expenses)

incurred in the performance of his or her duties when authorized pursuant to Illinois School Code, 105 ILCS 5/34-2.2(b).

E. A teacher representative on a Local School Council who intends to apply for the principalship of the school in which he or she serves as a council member shall Recuse himself or herself and Abstain from voting on the question of whether the current principal's contract shall be renewed. If a teacher representative on a Local School
Council votes on the question of whether the present principal's contract shall be renewed, and if the Local School Council votes not to renew the contract of the present principal, the voting teacher representative shall be ineligible to apply for that vacancy.

F. A teacher representative who intends to apply for the principalship of the school in which he or she serves as a Local School Council member must resign from his or her Local School Council prior to the start of the selection process for the principalship. Any teacher representative who does not resign from his or her Local School Council prior to the start of the principal selection process shall be ineligible to apply for the position of principal at that school.

G. Where a Local School Council member or his or her Spouse, Domestic Partner, or
Partner to a Civil Union, sits on the board of a Not-for-Profit entity which donates funds or services to any school at which the Local School Council member serves, the Local School Council member shall Recuse himself or herself and Abstain from any vote or discussion on any proposal from that Not-for-Profit.

Contract Management Authority

An Employee who exercises Contract Management Authority regarding any Board business or transaction shall not exercise such authority in connection with:

A. Board business with an entity in which the Employee has an Economic Interest;

B. Board business with a Person or entity with whom the Employee has an employment relationship; or

C. Board business with a Person or entity with whom the Employee has a Business
Relationship.

Conflicts of Interest

A. No Official or Employee shall make, participate in making, or in any way attempt to use his or her position to influence any Board decision or action in which he or she knows or has reason to know that he or she has any Economic Interest distinguishable from that of the general public.

B. No Employee shall recommend, retain, or hire as an Employee or a Board Vendor any Person or entity with whom the Employee has a Business Relationship.

C. Employees are permitted to serve with compensation on the boards of directors of corporate entities that are not Doing Business with the Board or seeking to Do Business with the Board. This service will be deemed Secondary Employment and requires written approval from the appropriate Supervisor as outlined in Section XIII(C).

D. Board Members are permitted to serve without compensation on the boards of Not-forProfit Corporations, provided that Board Members file a statement of their participation on the Not-for-Profit board with the Secretary of the Board. Any Board Member sitting on a board of a Not-for-Profit Corporation shall Recuse himself or herself and Abstain from any vote or discussion related to the Not-for-Profit Doing Business with the Board, seeking to Do Business with the Board, or donating funds or services to the Board.

E. Employees are permitted to serve without compensation on the boards of Not-for-Profit Corporations. If the Employee knows or has reason to know that the Not-for-Profit is Doing Business or seeking to Do Business with the Board, the Employee must seek approval from the Ethics Advisor for his or her participation on the Not-for-Profit board. Any Employee sitting on the board of a Not-for-Profit Corporation shall Recuse himself or herself and Abstain from any vote or discussion related to the Not-for-profit Doing Business or seeking to Do Business with the Board.

F. Nothing in this Section shall apply to any Board Member appointment to the Public Building Commission or appointments to government boards made pursuant to law.

G. Charter or Contract School operators holding charter or contract agreements with the Board are in a unique relationship with the Board. Membership on a Charter or Contract School operator's governing board creates an inherent conflict of interest for Officials and Employees. Officials and Employees and their Spouses, Domestic Partners, Partners to a Civil Union, or other Members of their Household, are therefore prohibited from sitting on the governing board of either:

1. A Charter School operator that holds a charter issued by the Board; or
2. A Contract School operator that holds a Contract School agreement issued by the Board.

H. Representation of Other Persons

1. No Official or Employee may represent or have an Economic Interest in the representation of any Person or entity other than the Board in any formal or informal proceeding or transaction before the Board or any of its committees. Nothing in this Section shall preclude:

    a. Any Employee from performing the duties of his or her employment; or

b. Any Official from appearing without compensation before the Board or any Board committee in the course of his or her duties as an Official; or

c. Any Official or Employee from representing the interest of his or her child in a due process or similar proceeding provided that the Official or Employee comply with any other Board Rules or Policies which are applicable to that proceeding.

2. No Official or Employee may have an Economic Interest in the representation of any Person in any judicial or quasi-judicial proceeding before any administrative agency or court in which the Board or a Local School Council is a party and that Person's interest is adverse to that of the Board or the Local School Council.

Gifts, Loans, and Favors

A. No Official, Employee, or Board Contractor or his or her Spouse, Domestic Partner, Partner to a Civil Union, or other Member of his or her Household, shall accept anything of value, including, but not limited to, a Gift, favor, loan, or promise of future employment, based upon any explicit or implicit mutual understanding that official actions will be influenced.

B. It shall be presumed that a Gift having a value of $50 or less does not violate Section XII(A) provided, however, that the items or services from any one source do not exceed a cumulative value of $100 during any calendar year. Any other Gift given shall be turned over to the Chief Financial Officer who will determine whether to return the Gift to the giver or accept the Gift on behalf of the Board.

C. Section XII does not prohibit an Official or Employee, or his or her Spouse, Domestic Partner, Partner to a Civil Union, or other Member of his or her Household, from accepting Gifts from Relatives or co-workers. In the case of Gift giving from a subordinate Employee to his or her Supervisor, no single Employee shall give a single Gift exceeding a value of $50 or Gifts exceeding a cumulative value of $100 in a calendar year to his or her Supervisor or anyone in his or her Supervisor's upward chain of supervision.

D. Except as prohibited in Sections XII(A) and (B), an Official or Employee, or his or her Spouse, Domestic Partner, Partner to a Civil Union, or other Member of his or her Household, is permitted to receive a:

1. Award publicly presented in recognition of public service;
2. Commercially reasonable loan made in the ordinary course of the lender's business;
3. Political contribution, provided it is reported as required by law; or
4. Reasonable hosting, including travel and expenses, entertainment, meals, or refreshments furnished in connection with public events, appearances, or ceremonies related to official Board business.

E. Any Official or Employee may accept a Gift on the Board's behalf provided that the Official or Employee accepting the Gift reports receipt of the Gift to the Chief Financial Officer within 10 business days and uses the gift however intended for Board purposes.

F. Any Official or Employee who receives any Gift, money, or honoraria for participating in the course of his or her public employment, or duties as an Official, in speaking engagements, lectures, debates, or organized discussion forums shall report the payment to the Chief Financial Officer within 10 business days.

G. The Chief Financial Officer will maintain an inventory of Gifts or other compensation reported in accordance with Sections XII (B), (E), and (F) above, and provide a quarterly report on all such reported Gifts and other compensation to the Secretary of the Board and to the Ethics Advisor.

H. No Official or Employee, or his or her Spouse, Domestic Partner, Partner to a Civil Union, or other Member of his or her Household, shall solicit or accept any money or other thing of value including, but not limited to, Gifts, favors, services, or promises of future employment, in return for advice or assistance on matters concerning the operation of business of the Board. Nothing in Section XII shall prevent an Official or Employee or his or her Spouse, Domestic Partner, Partner to a Civil Union, or Member of his or her Household of an Official or Employee from accepting compensation for services wholly unrelated to the Official's or Employee's official duties and responsibilities rendered as part of the Official or Employee's non-Board employment, occupation, or profession.

I. No Official or Employee shall accept a payment, gratuity, or offer of employment from a contractor seeking to secure an award from the Board, or a subcontractor seeking to secure an award or order from a Board prime contractor or another subcontractor. Further, no Board Member or Employee shall offer payment, gratuity, or employment on behalf of a contractor seeking to secure an award or a subcontractor seeking to secure an award or order from a prime contractor or another subcontractor.

J. No subcontractor or anyone acting on behalf of a subcontractor shall offer payment, gratuity, or employment to a prime contractor or another subcontractor in connection with any Board or Local School Council contract as an inducement for the award of a subcontract or order. This prohibition shall be set forth in every Board contract and solicitation.

Secondary Employment

A. No Employee may engage in any Secondary Employment that is in conflict with the duties or demands of his or her Board employment.

B. Attorneys in the Law Department are expressly prohibited from performing legal work for or undertaking legal representation of any Person or entity other than the Board of Education.

C. Before obtaining or accepting Secondary Employment that is not prohibited by Section XIII(A), the Employee must complete the Board's Secondary Employment Approval Form and obtain written approval as follows:

1. The Chief Executive Officer, Chief Financial Officer, General Counsel, Inspector General, and all Employees of the administrative office of the Board must obtain written approval from the President of the Board.
2. Other executive officers and officers must obtain written approval from the Chief Executive Officer.
3. Chief Officers of each Area must obtain written approval from the Chief Education Officer. Area Office Employees must obtain written approval from their Areas' Chief Officer.
4. Bargaining unit Employees with a regular work schedule of less than 52 weeks must obtain written approval from their principal or department head for Secondary Employment engaged in during the school year. However, these Employees need not obtain approval for intersession Secondary Employment, but must report such intersession Secondary Employment.
5. All other Employees must obtain written approval from their department's Chief Officer.
6. Attorneys in the Law Department must obtain written approval from the General Counsel.

D. Written approval will not be granted when the proposed Secondary Employment is during the Employee's scheduled work hours or there is a conflict between the Secondary Employment and the Employee's Board employment. Determinations that Secondary Employment conflicts with Board employment should be made in consultation with the Ethics Advisor. The Ethics Advisor is authorized to reverse any Secondary Employment approvals that do not comply with this Code.

E. The Office of Human Capital shall develop guidelines for collecting approvals, denials, and intersession reports of Secondary Employment.

F. Employees are not permitted to use Board resources to perform any Secondary Employment.

G. Service on a board of directors in exchange for monetary compensation or an ownership interest in a Corporation will be viewed as Secondary Employment. See Sections XI (C) and (D) for provisions regarding conflicts of interest between Board employment and service on a board.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 21 2012

LIGHT HOUSE YOUTH CENTER
5517 S MICHIGAN AVE
CHICAGO, IL 60637

Employer Identification Number:
72-1612867
DLN:
17053265340001
Contact Person:
THOMAS C KOESTER ID# 31116
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
September 19, 2011
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

Lighthouse, 501c(3):
(New Life Academy Charter School)

Lighthouse Current Board Members	New Life Academy Charter School
Board Chairman: Professor	Board Chairman: Professor
Attorney	Vice Chairman
Secretary	Finance
Treasurer	Real Estate
Real Estate	PR/Marketing
Marketing	Education
Events	Community Volunteer
Church Involvement	Attorney
	Parent

Lighthouse Incorporated serves as Advisory Board to New Life Academy Charter School. All voting power belongs to New Life Academy Charter School

4.2.a Fiscal Policies

EdisonLearning implements a detailed budgeting and forecasting process for each of its schools. Using historical information, school improvement plans, and pricing guides, EdisonLearning's Controller works closely with the School Operations Manager (SOM) and Principal to develop a budget that reflects expected school revenue. This budget is reviewed and approved by the Board and the information is entered into the proprietary excel file provided by EdisonLearning for upload into the EdisonLearning accounting and reporting system so that budget managers can track school-level financials throughout the year.

As part of the annual budget process, the SOM is provided with a budget guide from the company detailing the cost assumptions and negotiated rates for various vendors as well as a budget process timeline. The SOM works with the Principal and the Controller to finalize the budget within the communicated deadlines to ensure the Board has time to review and approve before any required submissions to authorizers and government agencies.

Each month, those 3 individuals complete the management estimate process, whereby the school's budget is updated to reflect the most current information regarding revenue as well as actual and projected expenses. Adjustments to the budget for the remaining portion of the year are then made, to ensure that the school remains on budget. Should the initial budgeted revenue decrease, the school and EdisonLearning would implement any necessary measures to increase such revenues (such as increasing enrollment targets) or to reduce expenses to offset such reduction in revenues, provided that such measures shall comply with all applicable laws and the Charter Agreement.

Financial Management & Accounting Systems
EdisonLearning has put in place a number of different systems and processes to ensure appropriate financial management, at both the corporate and school level. Those include:

Purchasing
Purchase orders are required for purchases of goods and services. Purchase requests are initiated by the school using the company's purchasing system. Approvals within the purchasing system are required from the SOM and by the Controller before purchase orders are generated and sent to the vendor. These approval levels are elevated up the company's hierarchy depending on the dollar amount of the requested purchase. It is the responsibility of the SOM and the Controller to ensure the accuracy of the requested purchase (dollar amount and account coding) and to ensure it is in compliance with the approved school budget.

Cash Flow
From a cash flow perspective, EdisonLearning would work with the school to ensure the school is drawing down funds on a timely basis and maintaining adequate balances in bank accounts. This is accomplished through a variety of measures such as grants compliance staff working with the SOM to review all grant-related activities, properly code and track those activities and provide the necessary documentation to draw down as soon as funds are available. In addition, the EdisonLearning design requires the school to identify a data owner who tracks and reports student enrollment to the appropriate parties so that the school receives the appropriate base funding. Through management of expenditures, the school, Board and EdisonLearning attempt to minimize any shortfall in funds available to pay expenses.

Cash Disbursements / Invoice Payments
Invoices for purchase order items are paid when a three-way match exists between the purchase order, the receiving documents obtained from the school and the invoice received from the vendor. This ensures all items are received prior to payment and also that the amounts billed on the invoice agree to the approved purchase orders.

All non-purchase order invoices are scanned and processed within an online accounts payable and imaging system. They must be approved by the SOM and Controller before payment will be made, with elevated approvals required for higher dollar amounts.

The company utilizes a positive pay procedure in conjunction with its bank to ensure all checks submitted for payment to the bank have been properly prepared and authorized for payment by the company. Any check payment through the company's accounts payable system that exceeds $10,000 requires a second signature by an authorized person to be accepted for payment by the company's or school's bank.

Any wire transfer payments initiated by the company require a 2nd approval on the bank website before they can be processed. CFO signature may be required on wire transfer payments above a specified dollar amount before the wire payment is initiated on the bank website.

Cash Receipts
The company utilizes a bank lockbox account for secure receipt of funds from customers and other sources.

Financial Reporting
Financial reports are generated out of the Lawson General Ledger System. Access to enter journal entries into Lawson is restricted to the Controller and the Corporate Finance Staff. Site revenue and expenses in the general ledger are reviewed by the SOM and the Controller on a monthly basis and are compared to the approved annual school budget.

Segregation of Resources
The company's financial system is capable of maintaining separate financial statements, utilizing all the above financial modules. We will set up a separate site code for the Charter School and will ensure all inflows and outflows are appropriately marked with those codes, keeping them separate from any other company financial resources.

Financial Reports and Audit

At the school level, EdisonLearning shall assist the Charter School in maintaining appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations. On behalf of the Charter School, EdisonLearning will assist the Board with annual financial audits in compliance with state and District regulations and generally accepted auditing standards on a timely basis, including detailing all revenues received, from whatever source for the Charter School and all direct expenditures for services rendered to or on behalf of the school, whether incurred on-site or off-site. The audit will be performed by a certified public accountant selected by the Board.

At the management company level, EdisonLearning's Corporate Controller oversees the entire audit process for the company, including coordination of the June closing activity prior to the start of audit fieldwork, as well as establishing corporate financial deadlines within the company. EdisonLearning's

schools hire auditors to conduct school-level audits and the activities and data requests for those audits are folded into the annual audit process for the company.

EdisonLearning undergoes an annual external financial audit performed every year following the fiscal year close at June 30th, in accordance with Generally Accepted Accounting Principles and Generally Accepted Auditing Standards. Upon conclusion, the auditors will express an opinion regarding the accuracy and fairness of the financial statements, as a whole. The results of the audited financials are discussed within the Executive Leadership within EdisonLearning, and the necessary steps are taken to correct any audit deficiencies.

4.2a Listing of Financial Reports generated

The following are standard reports generated from the Company's General Ledger and Accounts Payable systems. The School Operations Manager and EdisonLearning Controller use these to provide the Principal and Board with monthly financial reporting updates:

- Site Detail Report – Provides budget to actual information by budget line item
- Site Summary Report – Provides budget to actual information by department
- Site Transaction Register – Provides transaction detail for all site transactions
- Grant Reports – Provides grant transaction details
- Vendor Payment History

Other reports are available or can be customized to meet any unique reporting needs of the Charter School

DRAFT

MANAGEMENT AGREEMENT

between

NEW LIFE ACADEMY, INC.

and

EDISONLEARNING, INC.

THIS MANAGEMENT AGREEMENT (this "Agreement") is made and entered into as of the ____day of April, 2015, by and between EDISONLEARNING, INC., a Delaware corporation ("EdisonLearning"), and NEW LIFE ACADEMY, INC. (the "Charter Holder"), a nonprofit corporation organized and existing under the laws of the State of Illinois (the "State"). EdisonLearning and the Charter Holder agree to the terms set forth below and in the appendices attached hereto and hereby incorporate them by this reference.

WHEREAS, The Charter Holder established a new charter school pursuant to the Illinois Charter Schools Law, 105 Ill. Comp. Stat. § 5/27A-1, et. seq. (the "Charter School Law");

WHEREAS, Chicago Public Schools (the "District" or the "Chartering Authority") entered into an agreement with the Charter Holder in accordance with the Charter School Law ("Charter Agreement") whereby the Charter Holder is authorized to operate a public charter school (the "Charter School");

WHEREAS, EdisonLearning offers and provides to public schools, public school districts and state education authorities certain education services based on EdisonLearning's proprietary Five Strand® School Design ("Five Strand Design");

WHEREAS, the Charter Holder, having carefully considered the Five Strand Design, desires that EdisonLearning implement the Five Strand Design and provide the other administrative services described in this Agreement at the Charter School;

WHEREAS, by this Agreement, EdisonLearning and the Charter Holder wish to set forth in writing all of the terms and conditions of their agreement with respect to the matters contained herein;

NOW, **THEREFORE**, in consideration of the mutual covenants and promises contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, EdisonLearning and the Charter Holder (each a "Party" and collectively the "Parties") hereby agree as follows:

ARTICLE 1
RELATIONSHIP; AUTHORITY

1.1 Charter Agreement. The Charter Holder and EdisonLearning shall abide by the terms and conditions of the Charter Agreement at all times. In the event of any conflict between the Charter Agreement and this Agreement, the terms of the Charter Agreement shall prevail.

(a) The Charter Holder shall deliver to EdisonLearning a fully-executed copy of the Charter Agreement on the same date as the Charter Holder's execution of this Agreement. The Parties shall attach a copy of the Charter Agreement to this Agreement as Exhibit A.

(b) The Charter Holder shall notify EdisonLearning of each proposed amendment to the Charter Agreement as soon as reasonably practicable following the Charter Holder's knowledge of such proposed amendment, but in any event no later than thirty (30) days prior to the effective date of each proposed amendment. The Charter Holder shall deliver to EdisonLearning a copy of each fully-executed amendment to the Charter Agreement no later than fifteen (15) days prior to the effective date of each fully-executed amendment.

1.2 Governance. The Charter Holder is governed by a Board of Directors (the "Board"), which is responsible for overseeing the operations of the Charter School. The Charter Holder shall select the members of the Board, provided, that EdisonLearning's officers, directors, employees or agents may not serve as members of the Board.

(a) The Charter Holder shall provide prompt written notice to EdisonLearning of any changes in the composition of the Board.

(b) The Charter Holder shall ensure that the Board adopts bylaws and implements governance policies and procedures consistent with the following:

(i) The Board shall govern the school in accordance with its obligations under the applicable provisions of the Charter Schools Laws;

(ii) The Board shall establish as its standing committees an academic achievement committee, a finance committee, and a personnel committee (each a "Standing Committee" and collectively the "Standing Committees");

(iii) The Board and each of its Standing Committees shall meet no less than monthly during the academic year;

(iv) The Board shall hold an annual strategic meeting prior to the start of each "School Year" (as defined in Section 2.1 hereof) to, among other things, provide board training for new board members, evaluate the progress of the Charter School against the Board's strategic plan, thus ensuring the long-term viability of the Charter School, and to evaluate EdisonLearning's performance under the terms of this Agreement during the immediately preceding "School Year" (as defined in Section 2.1 hereof);

(v) The Board shall not become involved in the management of the day-to-day operations of the Charter School, except as is consistent with its oversight responsibilities under the applicable provisions of the Charter School Laws; and

(vi) The Board shall permit one or more representatives of EdisonLearning to attend and report at all meetings, including, without limitation, the meetings of all Standing Committees, executive sessions (excluding executive sessions with respect to EdisonLearning's performance) and strategic planning meetings.

1.3 Appointment. The Charter Holder hereby appoints EdisonLearning as its independent manager of the Charter School for the sole purpose of implementing EdisonLearning's Five Strand Design at the Charter School and providing the administrative and school management services specified in this Agreement. EdisonLearning hereby acknowledges that its appointment and performance under this Agreement is subject to the oversight of the Board.

1.4 Authority. Subject at all times to the oversight and authority of the Board as provided herein, the Charter Holder hereby authorizes EdisonLearning to take such actions as are necessary or desirable in performing its duties under this Agreement to properly and efficiently manage and operate the Charter School on behalf of the Charter Holder, consistent with applicable federal and State law, including, without limitation, the Charter School Laws, and subject further to the terms and conditions of the Charter Agreement and this Agreement.

ARTICLE 2
TERM AND RENEWAL

2.1 Term. The term of this Agreement ("Term") shall commence on the date first written above and end on June 30, 2021, unless terminated earlier or extended in accordance with the terms and conditions set forth herein. The Term shall include five (5) school years, each commencing on or about July 1 and ending on or about the following June 30 (each, a "School Year").

2.2 Automatic Renewal. The Term of this Agreement shall automatically renew for successive additional five-year term (each, a "Renewal Term"), each commencing upon conclusion of the prior Term or Renewal Term, as applicable, unless either Party provides to the other Party written notice of its intent not to renew on or before January 1 of the year in which the Term or Renewal Term is set to expire. In no event shall the Term or any Renewal Term extend beyond the termination of the Charter Agreement.

ARTICLE 3
CHARTER SCHOOL

3.1 Charter School. Beginning with the 2016-2017 School Year, EdisonLearning shall provide the services contemplated by this Agreement to students at the Charter School, which shall be a middle school comprising grades 7-8, with an expected enrollment in the 2016-2017 School Year of 400 students.

(a) Grade 9 shall be added during the 2017-2018 School Year, increasing expected enrollment to 600 students.

(b) Grade 10 shall be added during the 2018-2019 School Year, increasing expected enrollment to 800 students.

(c) Grade 11 shall be added during the 2019-2020 School Year, increasing expected enrollment to 1,000 students.

(d) Grade 12 shall be added during the 2020-2021 School Year, increasing expected enrollment to 1,200 students.

Notwithstanding anything in this Section 3.1 to the contrary, in no event shall the Charter Holder be required to expand the grade levels or the enrollment if the Board, in its sole discretion, determines that the aforementioned scheduled expansion is not in the best interests of the long term financial or academic viability of the school.

3.2 Admissions and Recruitment. Admission to the Charter School shall be in accordance with the enrollment procedures adopted by the Board or otherwise required of charter schools by applicable federal and State law. Enrollment is open to residents of the school district applicable to the Charter School on a nondiscriminatory basis without regard to race, religion, ethnicity, national origin, gender, sexual orientation, special need, or proficiency in the English language, income or academic achievement. EdisonLearning and the Charter Holder will endeavor to enroll a diverse student body that reflects the racial, ethnic, and economic diversity of the community in which the Charter School is located. EdisonLearning and the Charter Holder shall be jointly responsible for the recruitment of students for the Charter School. EdisonLearning shall plan and administer the recruitment process, including, without limitation, management of publicity, waiting lists and/or admission lotteries.

ARTICLE 4
SCHOOL OPERATIONS; FIVE STRAND DESIGN

4.1 School Operations. EdisonLearning shall provide the Charter School with an educational program based on the Five Strand Design, including the administrative and school management services necessary to implement Five Strand Design. The Five Strand Design may be modified by EdisonLearning in its sole discretion from time to time; provided, that EdisonLearning shall notify the Charter Holder of any material modifications to Five Strand Design that will affect the Charter School.

4.2 Compliance with Law; Student Records; Waiver. The Charter School shall comply with all applicable federal and State laws, including, without limitation, Charter School Laws, laws applicable to the health, safety and welfare of students, and laws applicable to the maintenance of student records. The Charter Holder agrees to share with EdisonLearning certain demographic data necessary for EdisonLearning to manage its assessments on behalf of the Charter School, consistent with 20 U.S.C. § 1232g of the Family Educational Rights and Privacy Act ("FERPA"). The Charter Holder, the Board, EdisonLearning, and their respective officers and employees shall comply with FERPA at all times. If either Party identifies any federal or

State law that substantially inhibits the operation of the Charter School or the implementation of the Five Strand Design, then the Charter Holder shall seek a waiver, if available, of such law.

4.3 Rules and Regulations. The Charter Holder hereby authorizes EdisonLearning to adopt and enforce rules, regulations and procedures applicable to the day-to-day operation of the Charter School, including, without limitation, rules and regulations concerning student attendance, and standards of conduct and discipline.

4.4 Assessment of Success. The Board shall evaluate the performance of EdisonLearning under this Agreement as well as Charter School's performance on the basis of the Assessment and Performance Criteria attached hereto as Appendix A.

4.5 School Calendar. By or before April 30th of each School Year, the Board shall set the Charter School's calendar for the immediately succeeding School Year, including, without limitation, the days of operation and the length of the school day, which shall be consistent with the Five Strand Design, the applicable provisions of State law, and the District's written policies and procedures with respect to charter schools.

4.6 Special Education and Related Services. EdisonLearning shall provide special education services at the Charter School. EdisonLearning shall ensure that the Charter School has the appropriate policies, procedures and controls to identify students with special needs, develop Individual Education Plans ("IEPs"), and determine appropriate placements for such students. The Charter Holder, the Board and EdisonLearning shall work cooperatively together to ensure compliance with the requirements of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. All costs and expenses attributable to the provision of special education services at the Charter School shall be paid by the Charter Holder.

4.7 Bilingual and ESOL Education. EdisonLearning shall assist the Charter School with adopting the appropriate controls, policies and procedures to provide bilingual and/or "English for speakers of other languages" ("ESOL") education services to the limited-English-proficient students at the Charter School, subject to federal and State requirements for such services.

ARTICLE 5
SCHOOL FACILITY; RESOURCES; SERVICES

5.1 School Facility. The Charter Holder shall purchase or lease a facility (the "School Facility") to serve as the location of the Charter School.

5.2 Technology, Curriculum & Furniture.

(a) *School Technology*. The Charter Holder shall procure, deliver and install all technology and equipment for the Charter School. The Charter Holder shall make such acquisitions and purchases, in consultation with EdisonLearning, to ensure that the equipment purchased is suitable for the needs of students and meets the specifications of the Five Strand Design. At the Charter Holder's request, EdisonLearning may provide consultation or logistical

assistance in identifying suppliers and procuring the required technology and equipment; provided, however, that such consultation and assistance shall not create any representation or warranty by EdisonLearning, including, without limitation, with respect to the quality, merchantability or fitness for a particular purpose. Such technology and equipment purchased by the Charter Holder shall be the property of the Charter Holder, subject to Section 11.3.

(b) *Curriculum Materials and Other Property*. The Charter Holder shall purchase all curriculum materials and other property required for the Charter School. The Charter Holder shall make such acquisitions and purchases in consultation with EdisonLearning to ensure that the curriculum materials and other property are suitable for the needs of the students and meet the specifications of the Five Strand Design. At the Charter Holder's request, EdisonLearning shall provide consultation and logistical assistance in identifying suppliers and procuring the required curriculum materials and other property. Such curriculum materials and other property purchased by the Charter Holder shall be the property of the Charter Holder, subject to Section 11.3.

(c) *Furniture and Fixtures*. The Charter Holder shall procure, deliver and install all furniture and fixtures for the Charter School appropriate to the enrollment size and grade levels to be served at the Charter School. The Charter Holder shall make such acquisitions and purchases in consultation with EdisonLearning to ensure that the furniture and fixtures are suitable for the needs of students and meet the specifications of the Five Strand Design. At the Charter Holder's request, EdisonLearning shall be available to provide consultation and logistical assistance in identifying suppliers and procuring the required furniture and fixtures. Such furniture and fixtures purchased by the Charter Holder shall be the property of the Charter Holder, subject to Section 11.3 hereof.

(d) *Leasing*. The Charter Holder may enter into equipment leasing transactions with independent third parties for the provision of school technology, curriculum materials, and furniture and fixtures. Any lease payments made pursuant to such equipment leasing transactions shall be considered an Operating Cost (as defined below) of the Charter School. EdisonLearning may, upon written request of the Charter Holder and in EdisonLearning's sole discretion, enter into an equipment lease on behalf of the Charter Holder; provided that upon termination of this Agreement, the Charter Holder shall assume each such lease in its own name, or if not permitted to by the lessor, shall pay to EdisonLearning the remaining lease payments pursuant to Section 11.3.

(e) *Ownership of Property*. Except for any leased property described in Section 5.2(d), which shall be owned by the lessor unless otherwise provided in the lease, and subject to Section 11.3 hereof, all property purchased for the Charter School pursuant to this Section 5.2 shall be the property of the Charter School.

5.3 Cleaning & Maintenance. The Charter Holder shall be responsible for the cleaning and maintenance of the School Facility. Upon request of the Charter Holder, EdisonLearning shall recommend service providers to provide such cleaning and maintenance services.

5.4 Food Service. The Charter Holder shall arrange for food service for students and staff at the Charter School.

5.5 Transportation. The Charter Holder shall provide transportation services to Charter School students to the extent required by State law. Upon request of the Charter Holder, EdisonLearning shall recommend service providers to provide such transportation services.

ARTICLE 6
FINANCIAL

1. Financial Accounting and Reports. The Charter Holder and EdisonLearning shall maintain complete and accurate records related to the receipt of External Public Funds, and the payment of Operating Expenses (as defined in Section 6.2 hereof) and the "Management Fee" (as defined in Section 6.4 hereof) during the Term and any Renewal Term. EdisonLearning shall provide monthly reports to the Board regarding the Charter School's income and expenses in a format mutually agreed upon by the Parties.

6.1 Application for State and Other Public Funding. The Charter Holder shall comply with the Charter School Law for the purpose of maintaining the Charter Holder's eligibility to receive from the State the per-pupil allowance for each student enrolled and in attendance at the Charter School. The Charter Holder also shall comply with the requirements applicable to any external public funds described in Appendix D to which the Charter Holder, the Charter School or its students may be entitled. The State per-pupil allowance and any other public or private funds to which the Charter Holder, the Charter School and/or any of its students are entitled are referred to, collectively, as "External Public Funds." The Charter Holder, with the advice and assistance of EdisonLearning, shall prepare and timely file all documents and information necessary to receive the External Public Funds. The Party shall work together to apply for other public and private funding to which the Charter Holder, the Charter School or its students are or may be entitled.

6.2 Charter Account; Operating Costs. The Charter Holder shall maintain a bank account (the "Charter Account") into which the Charter Holder shall deposit or cause to be deposited all External Public Funds. The Charter Holder shall designate EdisonLearning as an authorized signer with respect to the Charter Account and shall provide EdisonLearning with access to all Charter Account statements and records. EdisonLearning shall use the Charter Account to pay the costs and expenses associated with operating the Charter School consistent with the "Annual Budget" (as defined below), including, without limitation, the administrative and school management; compensation and benefits to Charter School employees; remuneration to persons providing services at the Charter School (including, without limitation, EdisonLearning); the costs of leasing and maintaining the School Facility; the costs of purchasing or leasing hardware, software, furniture and fixtures at the Charter School; insurance; and other costs of operating the Charter School (collectively, "Operating Costs"); provided, however, that Operating Costs do not include the general administrative, legal and accounting expenses of the Charter Holder, which costs shall be borne by the Charter Holder.

6.3 Shortfalls; Advances. The Parties acknowledge and agree that the State and other sources of External Public Funding may make payments to the Charter Holder in arrears.

Accordingly, certain Operating Costs may be paid by EdisonLearning (in its sole discretion) prior to the remittance of External Public Funds by the Charter Holder to the Charter Account (such event shall constitute a "Shortfall"). The Charter Holder shall seek to cover any such Shortfall by, among other things, applying for funds under all State funding, financing and loan programs available for such purpose ("State Financing"). To the extent State Financing is not available, EdisonLearning may, but shall not be required to, lend the Charter School funds to cover such Shortfall (each such loan, a "Working Capital Advance"). Working Capital Advances shall be repaid by the Charter School immediately upon the Charter Holder's receipt of External Public Funds. Each Working Capital Advance shall constitute a loan to the Charter Holder, which shall be evidenced by this Section 6.3, and neither a promissory note nor other documentation shall be required to evidence the obligation to repay Working Capital Advances. Other loans to, or investments in, the Charter Holder or the Charter School by EdisonLearning shall be evidenced by applicable loan documentation. In the case of an investment, such documentation shall explain how the investment shall be treated on the books of the Charter Holder and shall clearly state EdisonLearning's expected return on said investment. If EdisonLearning elects, in its sole discretion, to make a Working Capital Advance, such Working Capital Advance shall accrue interest at the rate of 10% per annum. Upon termination or expiration of this Agreement, any Working Capital Advances then outstanding shall immediately become due and payable.

6.4 Management Fee. In consideration for the services provided by EdisonLearning under this Agreement, the Charter Holder shall pay EdisonLearning a management fee ("Management Fee") in an amount equal to 15% of the External Public Funds received by the Charter Holder and the Charter School during each School Year during the Term (including any Renewal Term) of this Agreement; provided, however, that during the 2016-2017 School Year the Management Fee shall be increased to include a fee for start-up support, which EdisonLearning provides in connection with organizational activities related to the formation of the Charter School, including, by way of example and not a limitation, the preparation and filing of the charter school application (the "Start-Up Fees"). The Management Fee shall be payable in twelve (12) equal installments. EdisonLearning's invoice for the Start-up Fees shall be due and payable no later than thirty (30) days after Charter Holder's receipt thereof, but in no event earlier than thirty (30) days after Charter Holder's initial receipt of any External Public Funds.

(a) In the event the annual revenue received as External Public Funds falls sufficiently below the Annual Budget (as described more fully in Section 6.5 below) so much so that the Charter Holder is unable to pay the Management Fee for a School Year in which a Management Fee is due to EdisonLearing, the Charter Holder shall:

(1) Comply with Section 6.5(a) and (b) herein with respect to meeting budget targets and necessary measures; and

(2) Be permitted to carryover the unpaid Management Fee to the next School Year interest-free (the "Unpaid Management Fee") with the understanding that: a) the Unpaid Management Fee from the prior School Year shall be paid prior to payment of the current School Year Management Fee; and b)

in any event, the Unpaid Management Fee must be paid in full by the completion of the immediately succeeding School Year. In the event that an Unpaid Management Fee (including any portion thereof) remains outstanding for more than one subsequent School Year, then such unpaid amounts shall accrue interest, payable to EdisonLearning, at a rate of 10% per annum from the first date on which such amounts were due and payable to EdisonLearning. In the event there is an unpaid Management Fee, for any reason, upon termination of the Agreement, the full amount of the unpaid Management Fee shall be paid to EdisonLearning within thirty (30) days of the termination of this Agreement.

6.5 Annual Budget. On or before April 30th of each School Year during the Term or any Renewal Term, EdisonLearning shall submit to the Board for its approval, following consultation with the School Operations Manager and the Charter School's principal, an annual projected budget for the immediately succeeding School Year, which shall be in reasonable detail and consistent with the requirements of the Charter Agreement. The Board shall approve an annual budget (the "Annual Budget"), which shall include the payment of the Management Fee, any Unpaid Management Fees, and any other amounts due and owing to EdisonLearning. The Board's expenditures on behalf of the Charter School shall not in the aggregate deviate materially from the Annual Budget without prior written notice to EdisonLearning. The Charter Holder and EdisonLearning agree that the budget to be submitted by EdisonLearning on April 30, 2016 shall form the basis for future Annual Budgets.

6.6 Financial and Business Records. The Charter Holder and EdisonLearning shall maintain accurate books and records with respect to the financial operations of the Charter School and shall make each Party shall make their records available to the Board and the other Party upon written request by such Party.

6.7 Student Fees. Subject to the approval of the Charter Holder, EdisonLearning may charge fees to Charter School students for program expenses for which other public schools in the region customarily charge fees or for extra services such as after-school programs, athletics and other similar activities ("Student Fees"). Student Fees shall be applied only to offset the costs and expenses of each such student program and not otherwise applied towards the Charter School's Operating Costs.

ARTICLE 7
CHARTER SCHOOL PERSONNEL

7.1 Charter School Personnel. Except as provided in Section 7.2, all employees at the Charter School shall be employees of the Charter Holder. Notwithstanding the foregoing, the Parties shall work together to select, evaluate, discipline and, if necessary, dismiss Charter School employees; provided, however, that the Charter Holder shall have the ultimate authority to select and dismiss its employees; provided, further, that Charter Holder employees shall not be simultaneously employed by EdisonLearning or any of its affiliates.

7.2 Principal and School Operations Manager. Notwithstanding Section 7.1, the Charter School principal and school operations manager shall be EdisonLearning employees. EdisonLearning shall be responsible for selecting, evaluating, disciplining and, if necessary, dismissing the Charter School principal and/or school operations manager; provided, however, that the Charter Holder may request reassignment of the Charter School principal and/or school operations manager and the selection of new individuals to fulfill said positions at the Charter School.

7.3 Criminal Background Checks. EdisonLearning shall ensure that criminal background checks are completed for all employees and contractors of EdisonLearning, the Charter Holder and the Charter School.

7.4 Employment Terms. EdisonLearning shall advise and assist the Charter Holder with the design and development of compensation policies with respect to the employees of the Charter School. The compensation amounts with respect to the employees of the Charter Holder shall be included in the Annual Budget.

7.5 Payroll. EdisonLearning shall, on behalf of the Charter Holder, administer payroll for Charter Holder employees, including, without limitation, payment of salaries, fringe benefits and federal and State employment taxes.

7.6 Training. In order to implement the Five Strand Design, EdisonLearning shall provide training and professional development to all Charter School instructional personnel prior to the opening of the Charter School and on a regular basis thereafter. Such training and professional development shall be provided at some times and in such places as EdisonLearning shall determine, in its discretion.

7.7 Personnel Policies. EdisonLearning shall recommend for adoption by the Board policies concerning the recruitment, assignment, promotion, discipline and termination of employees, and methods and standards for evaluating employee performance.

7.8 Collective Bargaining Agreements. The Charter Holder shall provide EdisonLearning with prompt notice of its intent to enter into any collective bargaining relationship with any union that might represent Charter School employees; provided, that in no event shall such notice be provided after negotiations have already begun. The Charter Holder shall not enter into a collective bargaining agreement with any entity representing Charter School employees without prior written notification to EdisonLearning.

7.9 Non-solicitation of EdisonLearning Employees. During the Term (including any Renewal Term) of this Agreement, and for two (2) years after its termination, the Charter Holder shall not hire or attempt to hire any EdisonLearning employees.

ARTICLE 8
PROPRIETARY INFORMATION

8.1 Proprietary Information. The Charter Holder acknowledges and agrees that EdisonLearning has a proprietary interest in the Five Strand Design, that the Five Strand Design

is core to EdisonLearning's business, and, as such, has significant value. Except for portion of the Five Strand Design which EdisonLearning licenses from third-party (the "Licensed Material"), EdisonLearning owns and shall own all existing, and hereafter created, copyrights and other intellectual property rights with respect to all instructional materials, training materials, curriculum and lesson plans, and any other materials, teaching methodologies, school management methodologies, that are developed by EdisonLearning, its employees, agents or subcontractors, or by any individual, including Charter School employees, working for or supervised by EdisonLearning that may be developed within the scope of such person's employment at the Charter School (collectively, "Proprietary Information"). EdisonLearning shall have the sole and exclusive right to license Proprietary Information to third-parties.

8.2 The Charter Holder shall take all measures reasonably necessary to protect the Proprietary Information and the Licensed Material from being disclosed to or used by any third-party without EdisonLearning's prior written approval, which may be withheld in EdisonLearning's sole discretion.

8.3 The Charter Holder shall require all Charter School employees and agents to agree in writing that they shall not modify, copy, publish or otherwise transmit or disclose any Licensed Material or Proprietary Information to a third-party without EdisonLearning's prior written consent; provided, that nothing in this Section 8.1 shall prevent a teacher from using lesson plans or other instructional material that he or she has develops for his or her own use, either within or outside the Charter School, so long as such materials do not incorporate any Licensed Material or Proprietary Information or otherwise violate the intellectual property rights of any third-party; provided, further, that nothing in this Section 8.1 shall cause the Charter Holder to act in violation of any applicable State open records law.

8.4 Upon termination of this Agreement (for any reason), the Charter Holder shall return (or, at EdisonLearning's request, destroy) any and all copies of Licensed Material and/or Proprietary Information then in its possession.

ARTICLE 9
REPRESENTATIONS AND WARRANTIES

9.1 Representations and Warranties of the Charter Holder. The Charter Holder represents and warrants to EdisonLearning that:

(a) The Charter Holder is a nonprofit corporation duly organized, validly existing, and in good standing under the laws of the State.

(b) The Charter Holder has all requisite authority under State law and pursuant to its organizational documents, including the Charter Agreement, to execute, deliver and perform this Agreement,

(c) The execution, delivery and performance of the terms of this Agreement shall not violate or constitute a default under, nor shall it conflict with, any other agreement to which the Charter Holder is a Party.

(d) The execution and delivery of this Agreement has been authorized by the Board, and the Charter Holder has taken all actions necessary to duly execute and deliver this Agreement.

(e) This Agreement constitutes a legal, valid and binding obligation of the Charter Holder enforceable against it in accordance with its terms.

(f) The Charter Agreement has not been amended since the date thereof, and the Charter Holder has no knowledge of any changes to the Charter Agreement under consideration by the Chartering Authority.

(g) There is no pending or threatened litigation against the Charter School or the Charter Holder.

(h) There are no material contracts by which the Charter School is bound, which would preclude the Charter Holder from complying with its obligations under this Agreement.

(i) The Charter School is in good standing with the Chartering Authority, and is not aware of any material issues that might affect such good standing.

9.2 Covenants of the Charter Holder. The Charter Holder covenants to EdisonLearning as follows:

(a) The Charter Holder shall comply with all federal and State laws applicable to this Agreement, including, without limitation, all requirements necessary to maintain its status as a nonprofit corporation in good standing under the laws of the State and a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

(b) The Charter Holder shall comply with the Charter Agreement.

9.3 Representations and Warranties of EdisonLearning. EdisonLearning represents and warrants to the Charter Holder that:

(a) EdisonLearning is a corporation duly organized, validly existing and in good standing under the laws of the State of Delaware, and is (or will, within the time allowed by law, become) duly authorized and qualified to do business in the State, with lawful power and authority to enter into this Agreement, acting by and through its duly authorized officers.

(b) This Agreement is a valid and binding obligation of EdisonLearning, enforceable in accordance with its terms.

ARTICLE 10
INDEMNIFICATION

10.1 Indemnity to Property or Persons.

(a) EdisonLearning shall indemnify, save and hold the Charter Holder, its directors, officers, employees and agents harmless from any and all claims, demands, suits, costs, judgments, or other forms of liability to third-party, actual or claimed, including attorneys' fees, for damage to property or injuries to persons occurring or allegedly occurring in, on or about the Charter School premises from the negligent or reckless actions and omissions or willful misconduct of EdisonLearning, its directors, officers, employees or agents. Upon timely written notice from the Charter Holder, EdisonLearning shall defend the Charter Holder in any such action or proceeding brought thereon

(b) The Charter Holder shall indemnify, save and hold EdisonLearning, its directors, officers, employees and agents harmless from any and all claims, demands, suits, costs, judgments or other forms of liability to third-party, actual or claimed, including attorneys' fees, for damage to property or injuries to persons occurring or allegedly occurring from the negligent or reckless actions and omissions or willful misconduct of the Charter Holder, its officers, directors, employees or agents (including claims, demands, suits or other forms of liability, actual or claimed, brought against Charter Holder employees). Upon timely written notice from EdisonLearning, the Charter Holder shall defend EdisonLearning in any such action or proceeding brought thereon.

(c) The Charter Holder shall indemnify and save and hold EdisonLearning harmless from any and all claims, demands, suits, costs, judgments or other forms of liability to third-party, actual or claimed, including attorneys' fees, for damage to property or injuries to persons occurring or allegedly occurring as a result of any environmental condition existing or allegedly existing at the Charter School, unless such condition was created by EdisonLearning.

10.2 No Waiver. The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitation of liability to third-party provided or available to any of the Party under applicable State governmental immunities laws.

10.3 Limitation of Liability. NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT TO THE CONTRARY, EDISONLEARNING'S LIABILITY UNDER THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT OF THE MANAGEMENT FEE RECEIVED BY EDISONLEARNING DURING THE CURRENT SCHOOL YEAR.

ARTICLE 11
TERMINATION

11.1 Charter Holder Termination for Cause.

(a) The Charter Holder may terminate this Agreement for cause prior to the end of the Term in accordance with the procedures set forth in subsection (b) below for any of the reasons set forth below:

(i) if at any time after the first School Year, the Charter School has failed to make adequate progress toward student achievement, based on the criteria set forth in Appendix A; provided, that the Charter Holder has advised EdisonLearning in writing that its

performance has been deficient and has allowed EdisonLearning at least one School Year from the time such notice is given in which to remedy such deficiencies;

(ii) if EdisonLearning breaches a material terms of this Agreement and such breach is not cured within ninety (90) days of EdisonLearning's receipt of written notice of such breach from the Charter Holder; provided, that if such breach cannot be cured within such 90-day period, the Charter Holder may terminate this Agreement if, and only if, EdisonLearning has failed to take reasonable steps to cure the breach within such 90-day period; or

(iii) if there occurs an enactment, amendment repeal, promulgation or withdrawal of any applicable law, or a decision of any court or administrative agency that is binding on the Charter Holder, that would make it impossible or impracticable for the Charter Holder to fulfill its obligations under this Agreement.

(b) Upon the occurrence of an event described in sub-paragraphs (i), (ii) or (iii) of Section 11.1(a), the Charter Holder shall give EdisonLearning written notice of its intent to terminate this Agreement at least 90 days prior to the effective date of the termination stated in the notice. The cause for termination shall be submitted to the Board president and EdisonLearning's chief executive officer, or their respective designees, to attempt to resolve the matter. If these individuals or their designees are unable to resolve the matter, the termination shall become effective in accordance with the Charter Holder's termination notice; provided, however, that no termination shall become effective prior to the end of the then-current School Year, unless there are unusual and compelling circumstances that justify the disruption to the educational program and the students which would be caused by a mid-year termination.

11.2 EdisonLearning Termination for Cause.

(a) EdisonLearning may terminate the Agreement in accordance with Section 11.2(b) for any of the reasons set forth below:

(i) if the Charter Holder breaches a material provision of this Agreement and fails to remedy such breach within ninety (90) days after receipt of written notice from EdisonLearning of such breach, unless such breach cannot be cured within ninety (90) days, in which case this Agreement may be terminated, if the Charter Holder fails to take reasonable steps to cure the breach within such 90-day period. For the avoidance of doubt, the Charter Holder's failure to timely pay any amount due to EdisonLearning and the unauthorized use or disclosure of the Licensed Material or the Proprietary Information are breaches of material provisions of this Agreement.

(ii) if there is a material reduction in the Charter School's External Public Funding.

(iii) if there occurs an enactment, amendment repeal, promulgation or withdrawal of any applicable law, or a decision of any court or administrative agency that is binding on EdisonLearning, that would make it impossible or impracticable for EdisonLearning to fulfill its obligations under this Agreement.

(b) Upon the occurrence of an event described in sub-paragraph (i), (ii), or (iii) of Section 11.2(a), EdisonLearning shall give the Charter Holder written notice of its intent to terminate this Agreement at least ninety (90) days prior to the effective date of the termination stated in the notice. The cause for termination shall be submitted to the Board president and EdisonLearning's chief executive officer, or their respective designees, to attempt to resolve the matter. If these individuals or their designees are unable to resolve the matter, the termination shall become effective in accordance with the Charter Holder's termination notice; provided, however, that no termination shall become effective prior to the end of the then-current School Year, unless there are unusual and compelling circumstances that justify the disruption to the educational program and the students which would be caused by a mid-year termination; provided, further, that in the case of any termination that is due to the Charter Holder's failure to pay any amount due to EdisonLearning or due to the Charter Holder's breach of Section 8.1 of this Agreement, such termination shall become effective immediately.

11.3 Disposition of Assets Upon Termination. Upon the termination or expiration of this Agreement for any reason, the Charter Holder shall pay to EdisonLearning within thirty (30) days of such termination or expiration all amounts due to EdisonLearning, including, without limitation, amounts owed in respect of the Management Fee, Working Capital Advances and amounts due under Edison-assumed leases, if any. To the extent EdisonLearning has placed any of its own assets in the School during the Term, then, upon termination of this Agreement, the Charter Holder shall promptly return such assets to EdisonLearning or pay to EdisonLearning the replacement cost of such assets.

11.4 Remedies. The sole remedy for breach of this Agreement shall be specific performance of the obligations outlined herein or termination of this Agreement, except for any breach of any obligation to make payment to the other Party, which may be remedied by the payment of monetary damages.

ARTICLE 12
INSURANCE

12.1 Liability Insurance.

(a) EdisonLearning shall secure and maintain insurance covering its liability arising out of its performance of its duties under this Agreement, at levels of coverage that are not less than the amounts set forth in Appendix B. Such insurance policies shall be issued by an insurance company or companies selected by EdisonLearning and licensed to do business in the State. All such insurance coverage shall be primary insurance, and, whenever possible, shall be occurrence-based and not claims-made insurance. The Charter Holder shall be an additional insured on EdisonLearning's commercial general liability, automobile liability and crime insurance policies; provided, that such additional insured status shall only extend coverage to the Charter Holder in respect of its liability for the gross negligence or intentional acts or omissions of EdisonLearning in performing under this Agreement. The costs for obtaining and maintaining such insurance shall be treated as an Operating Cost.

(b) The Charter Holder shall secure and maintain, at its expense, insurance covering solely the Charter Holder's liability arising out its performance of its duties under this

Agreement, at levels of coverage that are, at minimum, as set forth in the attached Appendix B. Such insurance policies shall be issued by an insurance company or companies selected by the Charter Holder and licensed to do business in the State. All such insurance coverage shall be primary insurance, and, whenever possible, shall be occurrence-based and not claims-made insurance. EdisonLearning will be an additional insured on the Charter Holder's commercial general liability, automobile liability and crime insurance policies, but such additional insured status shall only extend coverage to EdisonLearning for its liability for the gross negligence or intentional acts or omissions of the Charter Holder in performing under this Agreement. The costs for obtaining and maintaining such insurance shall be treated as an Operating Cost.

(c) EdisonLearning shall require all other persons performing services at the Charter School to name the Charter Holder and EdisonLearning as additional insureds under such persons' commercial insurance policies.

(d) The insurance policies maintained by each Party pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced, in coverage or limits, except upon 30 days' prior written notice to the policy holder. Upon request, the Parties shall furnish one another certified copies of the insurance policies or else Certificates of Insurance which demonstrate compliance with this Agreement.

12.2 Workers' Compensation Insurance. EdisonLearning and the Charter Holder shall secure and maintain workers' compensation insurance covering their employees.

12.3 Coordination of Risk Management. The Parties shall coordinate risk management with one another. This will include the prompt reporting of any pending or threatened claim, the timely filing of notices of claim, cooperating fully with one another in the defense of any claim, and compliance with any defense and reimbursement provisions of State governmental immunity laws and/or applicable insurance policies.

ARTICLE 13
MISCELLANEOUS

13.1 Alternative Dispute Resolution. If any dispute arises between the Parties with respect to this Agreement, such dispute shall be resolved in accordance with the alternative dispute resolution procedures set forth in Exhibit 5. If the dispute concerns the amount of the Management Fee or any other compensation to which EdisonLearning is or may be entitled, EdisonLearning may retain all Management Fees and other amounts that are not in dispute, the disputed amount shall be held in escrow, and the dispute shall be resolved in accordance with the Alternative Dispute Resolution procedures set forth in Exhibit 5.

13.2 Legal Representation and Costs. Each Party shall be responsible for its own legal representation and costs; provided, however, that unless there is an actual or potential conflict of interest, the Parties shall cooperate with legal counsel for one another in connection with any claim asserted against either of them by a third-party.

13.3 Challenges to the Legality of this Agreement: Should any claim, demand or suit be filed against the Charter Holder arising out of any claim that all or any part of this Agreement

is in violation of any applicable law, the Charter Holder shall promptly notify EdisonLearning of such claim, demand or suit, and shall actively seek EdisonLearning's assistance in the defense of such claim, demand or suit.

13.4 Force Majeure. Neither Party shall be liable if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either Party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

13.5 Independent Contractor Status. The relationship between the Party created by this Agreement is that of independent contracting Party. Nothing in this Agreement shall be construed to create a single enterprise, partnership, joint venture or employer-employee relationship as between the Party, and no employee, agent or representative of the Charter Holder shall be deemed to be an employee, agent or representative of EdisonLearning by reason of this Agreement.

13.6 No Third Party Beneficiary Rights. No third-party, whether a constituent of the Charter Holder or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the Charter Holder or EdisonLearning in this Agreement. This Agreement is not intended to create any rights of a third-party beneficiary.

13.7 Construction and Enforcement. The Agreement shall be construed and enforced in accordance with the internal laws of the State, without regard to its conflict-of-laws provisions.

13.8 Amendments. This Agreement may be amended only by an agreement in writing executed by the Parties.

13.9 Headings. The section headings shall not be treated as part of this Agreement or as affecting the true meaning of the provisions hereof. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.

13.10 Severability. If for any reason any provision of this Agreement shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

13.11 Assignment. This Agreement shall not be assigned by either Party without the prior written consent of the other Party, provided, however, that (a) EdisonLearning may delegate the performance of its duties to a third-party, and (b) EdisonLearning may assign this Agreement to a successor that acquires substantially all of the capital stock and/or assets of EdisonLearning.

13.12 No Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

13.13 Survival. All representations, warranties and indemnities made herein shall survive termination of this Agreement.

13.14 Notices. All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, facsimile or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a Party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally-recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To EdisonLearning at:
EdisonLearning, Inc.
Harborside Financial Center
2910 Plaza 5
Jersey City, NJ 07311
Attn: Legal Department
Facsimile: 201-333-5424

With a copy to:
Schiff Hardin LLP
233 S. Wacker Drive
Suite 6600
Chicago, IL 60606
Attn: Ivan H. Golden
Facsimile: (312) 258-5600

To Charter Holder at:
New Life Academy
5517 S. Michigan Avenue
Chicago, IL 60637
Attn: Dr. Karen Ratliff
(773) 285-1731

13.15 Entire Agreement. This Agreement and the Appendices and Exhibits hereto shall constitute the full and complete agreement between the Parties. All prior representations, understandings and agreements are merged herein and are superseded by this Agreement.

13.16 Survival. All representations, warranties and indemnities made herein shall survive termination of this Agreement.

13.17 Counterparts. This Agreement may be executed in one or more counterparts, each of which shall constitute one and the same agreement.

IN WITNESS WHEREOF, the Party hereto have executed this Agreement as of the day and year first above written.

NEW LIFE ACADEMY, INC.

_____
By:
Its:

EDISONLEARNING, INC.

_____
By:
Its:

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APPENDICES

APPENDIX A	Assessment and Performance Criteria
APPENDIX B	Insurance
APPENDIX C	Alternative Dispute Resolution
APPENDIX D	External Public Funding

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APPENDIX A

ASSESSMENT AND PERFORMANCE CRITERIA

EdisonLearning is accountable for delivering satisfactory performance in the following three areas:

- Student Achievement,
- Customer Satisfaction, and
- Delivery of the EdisonLearning Design.

Student Achievement

EdisonLearning is accountable first and foremost for the progress of students in meeting challenging standards of learning. Student achievement levels are measured by two indicators—State or District standardized tests and EdisonLearning's own internal assessment tools that support the EdisonLearning design.

Standardized Tests

Student achievement on standardized exams will be evaluated by measuring student progress against applicable baseline data. Baseline data will be generated at the partnership school no later than the end of the first School Year of operation. The preferred—and most reliable—method of establishing baselines is to use the scores posted by students during their first School Year in an EdisonLearning school. Scores from the spring prior to the opening of the EdisonLearning school should be used only if they are available at the level of individual students and thereby represent only students who move on to the EdisonLearning school in the fall. EdisonLearning must be able to verify that test conditions for any prior spring administrations were standard and free of any alleged irregularities.

The preferred—and most reliable—method for analyzing achievement data will be to compare the progress of individual students over time. If this method of evaluation is not possible, achievement data will be analyzed by comparing the performance of cohorts of students over time. In the event that data cannot be analyzed through either of these means, the performance of different groups of students at the same grade level will be analyzed over time. Regardless of which form of data is generated, the standard of evaluation shall be whether students are making sufficient progress such that the school meets the goals and objectives included in any Charter Agreement with the District.

EdisonLearning Assessments

EdisonLearning is accountable for demonstrating student academic progress within the EdisonLearning design. To demonstrate progress, EdisonLearning will use the results of Quarterly Learning Contract (QLCs) to gauge levels of achievement against EdisonLearning's rigorous academic standards. The data generated by QLCs will be supported by student

portfolios as well as by EdisonLearning's system-wide assessment system, known as *NWEA*™ assessments.

Customer Satisfaction

EdisonLearning will administer annually a nationally-recognized survey to measure the satisfaction of parents, students, and staff through a school. EdisonLearning is accountable for either demonstrating steadily improving levels of satisfaction or maintaining high levels of satisfaction, as measured by the average satisfaction levels of comparable schools participating in the same survey program. EdisonLearning is also accountable for student attendance, parent attendance at QLC meetings, and teacher turnover, all of which should evidence the support and continuity necessary to sustain a high level of performance at the school.

Design Implementation

EdisonLearning is accountable for effectively implementing all aspects of the Five Strand Design, as measured by against EdisonLearning's rigorous school performance standards and judged by supervisors within the EdisonLearning system. These standards, as well as the observations of EdisonLearning supervisors, are maintained in a permanent central database and are available upon request by the board.

To document progress in each of these areas, EdisonLearning will provide the board with an annual end-of-year report no later than November 30th of each School Year, beginning in the 2016-2017 School Year.

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APPENDIX B

INSURANCE

EdisonLearning shall secure and maintain the following minimum insurance:

- Commercial general liability insurance with limits of one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) aggregate;

- Automobile liability insurance of one million dollars ($1,000,000);

- Employee dishonesty insurance with limits of five hundred thousand dollars ($500,000);

- Educators' legal liability insurance with limits of two million dollars ($2,000,000) each claim
  and two million dollars ($2,000,000) aggregate; and

- Umbrella liability coverage of $25,000,000 in excess of the primary commercial general, automobile and employers general liability insurance.

- Workers' Compensation insurance with Statutory primary coverage and at least one million dollars ($1,000,000) of Employer's Liability coverage.

Charter Holder shall secure and maintain the following minimum insurance:

- Commercial general liability insurance with limits of one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) aggregate; and

- Automobile liability insurance of one million dollars ($1,000,000); including coverage for non-owned vehicles; and

- Workers' Compensation insurance with Statutory primary coverage and at least five hundred thousand dollars ($500,000) of Employer's Liability coverage; and

- Crime/Employee Dishonesty insurance with limits of at least five hundred thousand dollars ($500,000); including any bond required of the Chartering Authority or the Charter School's financial officer(s); and

- Umbrella liability coverage of one million dollars ($1,000,000) in excess of the primary commercial general liability, automobile liability and employer's liability insurance policies.

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APPENDIX C

ALTERNATE DISPUTE RESOLUTION PROCEDURE

1. The Board and EdisonLearning agree that the existence and details of a dispute notwithstanding, both Party shall continue without delay their performance hereunder, except for any performance which may be directly affected by such dispute.

2. Any and all disputes which cannot be resolved informally shall be settled by final and binding arbitration in accordance with the Expedited Rules of the Commercial Arbitration Rules of the American Arbitration Association, except as otherwise expressly provided herein or agreed to in writing by the Party, or to the extent inconsistent with the requirements of the State of Illinois law. The arbitration shall take place in the city in which the Board is located and that judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof, in accordance with the laws of the State of Illinois law.

3. Each Party shall pay one-half of the reasonable fees and expenses of the neutral arbitrator. All other fees and expenses of each Party, including without limitation, the fees and expenses of its attorney(s), witnesses and others acting for it, arbitrators not jointly appointed, shall be paid by the Party incurring such costs.

4. The arbitrator(s) shall have no authority to add to, delete from, or otherwise modify any provision of this Agreement or the Five Strand Design, or to issue an award having such effect.

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APPENDIX D

EXTERNAL PUBLIC FUNDING

The Party recognize that the EdisonLearning design provides programs and services that are supplemental to the prevailing area public schools' educational programs and that as such EdisonLearning on behalf of the Charter Holder reserves the right to seek external source revenue to assist in the provision of these enriched programs. EdisonLearning shall have the right to apply for and receive grant money on its own or together with the Board, and to retain any such funds for its use consistent with the terms of such grants. Any such monies received by EdisonLearning shall not reduce the fees due under this Agreement.

The monies to be remitted to EdisonLearning pursuant to Article 6 shall include all external-source revenue which the Charter School receives and for which the Charter School or its students are eligible, including but not limited to those set forth below. Specifically, EdisonLearning shall be entitled to receive the following funding on a per capita basis during the year in which the students eligible for or subject to such funding are enrolled in the Charter School, to the extent such funding is actually received by the Charter School, and in a manner consistent with the terms of this Agreement:

(a) special education funding provided by federal and state governments to the Charter Holder that is directly allocable to special education students in the Charter School.

(b) gifted and talented funding provided by federal and state governments to the Charter Holder that is directly allocable to gifted and talented students in the Charter School;

(c) at-risk funding provided by federal and state governments to the Charter Holder that is directly allocable to at-risk students in the Charter School;

(d) funding provided by federal and state governments to the Charter Holder that is directly allocable to students in the Charter School with limited English proficiency;

(e) any other federal and state grant funds, including Title 1, that is directly allocable to the Charter School;

(f) any private grant funds that are directly allocable to the Charter School, subject to the terms of Section 6.8 of this Agreement; and

(g) unless otherwise expressly provided in this Agreement or subsequently agreed by the Party in writing, all other external-source revenue that is directly attributable to Charter School students, and any applicable subsidies for which Charter School students may be eligible.