

Appendix 1.2.a.2 Elected Official Outreach

Aldermanic Outreach – Request a meeting

From: Alfaro, Angelica
Sent: Friday, March 20, 2015 1:45 PM
To: 'ward13@cityofchicago.org'
Subject: Invitation to visit a Noble campus

Dear Alderman Quinn,

My name is Angelica Alfaro, I am the Advocacy Manager at Noble. We currently serve 10,000 students and 300 currently live in the 13th ward. I would love to invite you to visit a Noble campus sometime in April, you can learn more about Noble and meet some of your constituents. Please let me know if you available and I can work with your scheduler to set up a visit.

Please link below for information on the Noble Network:

<http://www.noblenetwork.org/>

Thanks,

Angelica Alfaro
Advocacy Manager
Noble Network of Charter Schools

From: Joe Moore [<mailto:joe@joemoore.org>]
Sent: Thursday, March 26, 2015 1:53 PM
To: Alfaro, Angelica
Cc: Vandercook, Betsy
Subject: Re: Fw: Invite to visit a Noble campus

Dear Ms Alfaro,

Thank you for the invitation to visit a Noble campus in April. I have heard and read many Noble School success stories and would be interested in visiting your school to learn more.

I have just heard some rumors that Noble may be looking to locate a school in my ward. Before I take the tour, I would like to know if there is some truth to those rumors and, if so, I'd like to know just how far along Noble is in the site selection process. Perhaps it might be better to meet with the appropriate Noble school officials so I can have these and other questions answered before I take the tour. Please advise whether that would be possible.

Sincerely,
Joe Moore

Alderman Joe Moore
City of Chicago, 49th Ward
<http://www.ward49.com>

From: Alfaro, Angelica
Sent: Monday, March 23, 2015 3:09 PM
To: Ward49
Subject: Invite to visit a Noble campus

Dear Alderman Moore,

My name is Angelica Alfaro, I am the Advocacy Manager at the Noble. We currently serve 10,000 students across 16 campuses. We would love to invite you to visit a Noble campus sometime in April. Please let me know if you available and I can work with your scheduler to set up a visit. We do have two campuses near City Hall, Muchin College Prep at 1 N. State and The Noble Academy at 17 N. State, if that is most convenient.

Please link below for information on the Noble Network:

<http://www.noblenetwork.org/>

Thanks,

Angelica Alfaro

Advocacy Manager

Noble Network of Charter Schools

STUDENT AND PARENT HANDBOOK - 2014-2015

Noble Campuses

- Noble Street College Prep** - Ellen Metz, Principal
- Pritzker College Prep** - Pablo Sierra, Principal
- Rauner College Prep** - Jennifer Reid, Principal
- Golder College Prep** - Rosa Alanis, Principal
- Rowe-Clark Math & Science Academy** - Brenda Cora, Principal
- UIC College Prep** - Tressie McDonough, Principal
- Gary Comer College Prep** - Nikki Grier, Principal
- Chicago Bulls College Prep** - Tyson Kane, Principal
- Muchin College Prep** - Kimberly Neal, Principal
- Johnson College Prep** - Garland Thomas-McDavid, Principal
- Gary Comer Middle School** - Estee Kelly, Principal
- DRW College Prep** - Matt Kelley, Principal
- Hansberry College Prep** - Lauryn Fullerton, Principal
- Baker College Prep** - Vincent Gay, Principal
- Butler College Prep** - Christopher Goins, Principal
- ITW David Speer Academy** - Thomas Mulder, Principal
- The Noble Academy** - Pablo Sierra, Principal

Founders: Tonya and Michael Milkie

Scholarship - Discipline - Honor

Name _____
Campus _____
Advisor _____

Please note that this handbook is subject to change. Changes will be provided in writing. Noble campuses may have written addendums that are distributed with this handbook. The teachers and staff at Noble campuses work very hard to prepare students well for college, and the high academic and behavior expectations help make that possible. Staff members pledge to communicate well with parents and will return all parent e-mails and phone calls within two business days.

PROMOTION AND GRADUATION POLICY

Students must meet requirements in all five of the following areas to be promoted to the next grade level or to graduate: academics, enrichment, community service, health, and discipline. Only students who have completed all graduation requirements are eligible to receive a diploma and participate in graduation ceremonies.

1. **Academics:** Students must earn the credits from all classes in which they are enrolled during the regular school day and school year. Any student who fails any class will be expected to enroll in make-up classes in order to earn credits at the next available opportunity. The cost of these make-up classes is \$140 per class.
2. **Enrichment Credit:** Students must earn the number of enrichment credits required at their campus, which can be no less than the requirements listed below. Enrichment credits are classes taken outside the regular school schedule. A minimum of 25 hours of class time or study time is needed for each (.25) credit. Campuses will pre approve what qualifies as an enrichment credit.
 1. To be promoted to a junior: 0.25 total enrichment credit
 2. To be promoted to a senior: .5 total enrichment credit
 3. To graduate: 1 total enrichment credit
3. **Community Service:** Students must pass the community service required benchmarks, as specified at their campus, which must total a minimum of 40 hours over the four years of high school.
4. **Health:** Students must pass a written health test and a physical fitness test to be promoted to the next grade level or to graduate. Students who do not pass the health and/or fitness test during the school year must take a fitness class during the summer.
5. **Discipline:** Students must demonstrate self-discipline and maturity to be promoted or to graduate. The following are requirements for promotion or graduation. If a student earns:
 - a. 0-12 detentions in one school year, students may be promoted or graduate as long as they serve all detentions.
 - b. 13-24 detentions in one school year, students may only be promoted or graduate if they take a behavior improvement class. All detentions must still be served.
 - c. 25-36 detentions in one school year, students may only be promoted or graduate if they take two behavior improvement classes. All detentions must still be served.
 - d. More than 36 detentions or more than 20 days suspension in one school year, students will not be promoted or graduate and must repeat the grade.

Note: Students who do not meet all the academic, enrichment, community service, fitness and discipline requirements at least one week before the subsequent school year must repeat the entire grade.

GRADING POLICY

Grading periods:

- Noble high school campuses operate on a 40-week school year. There are two semesters per year; each semester is approximately 20 weeks long.
- Students will receive progress reports every two weeks and parents must attend report card pick-up at the end of every quarter.
- Students receive credits at the end of each semester for classes they have passed.

Grading Scale: Noble Network high school campuses use the following grading scale:

A+	97-100	4.3	C+	77-79	2.3
A	93-96	4.0	C	73-76	2.0
A-	90-92	3.7	C-	70-72	1.7
B+	87-89	3.3	D+	67-69	1.3
B	83-86	3.0	D	63-66	1.0
B-	80-82	2.7	D-	60-62	0.7
			F	0-59	0.0

Honors classes are awarded a 0.5 point bonus and Advanced Placement classes are awarded a 1.0 point bonus when calculating weighted grade point averages. Pass / Fail classes are credit bearing; however, they do not factor into grade point averages. Students must have a 90% to earn credit and pass a pass/fail class.

Class Rank: Class rank is determined by the weighted cumulative GPA.

Extra Credit:

- Extra credit can only be made available to the whole class and not to individuals.
- No extra credit assignments can be given or accepted during the last two weeks of any semester. However, there can be extra credit points available on assignments or assessments at any time.

Late Work: There are only two options for accepting late work from students: Either no credit for late work or no more than $\frac{1}{2}$ credit if the work is turned in no later than the class period after which the work was due.

ENROLLMENT AND ATTENDANCE POLICY

Enrollment: Students may only enroll at a Noble campus during the first five weeks of any semester. Students who desire to enroll after that time must wait until the following semester to enroll. Once a student has taken the incoming student placement test or attended classes for a campus, he or she may not transfer to another Noble campus or remain on a waiting list for another Noble campus. Students who leave a Noble campus and later wish to reenroll may

only reenroll at the campus which they left. Any fees paid to a Noble campus are non-refundable after student's first day of attendance each semester except 2nd semester fees will be refunded if the student leaves anytime in the first semester.

Students transferring in from other high schools: Students transferring to a Noble campus from another high school may have a semester's worth of successfully completed classes count as a semester of Noble credit. Transfers must take and pay for any classes they have failed at another school. Make-up classes must be earned as soon as possible and must happen before being promoted to the next grade.

Attendance: Absences may be excused only for illness, doctor's appointments, observance of a religious holiday and death in the immediate family, or for a verifiable family emergency. These absences can be excused only if a written note from the legal guardian is received in the main office within 48 hours of the student's return to school. A doctor's note on official letterhead or other official documentation is required for an absence period of more than 2 consecutive days and for a doctor's appointment. If a student is going to be absent, the parent/guardian should inform the school's main office before classes begin.

Students who are absent for all or part of any day may not attend or participate in any extra-curricular event or sporting event on that day or night except with written permission of the principal.

Students who are absent for all or part of any day for "cut days," "senior cut days," "skip days," "ditch days," or any similar events may be denied participation in any extra-curricular event or sporting events such as prom, luncheon, or graduation and/or given multiple detentions.

To receive a full day of credit for attendance, students must be in attendance for at least 80% of the school day and to receive a half day of credit for attendance, students must be in attendance for at least 40% of the school day.

Students who have more than 20 days of absence during any school year, for any reason, will be required to attend a summer school class at a cost of \$25 in order to be promoted to the next grade or to graduate. This includes absences earned as a result of tardies (see below). Tardy to school four (4) times counts as an unexcused absence from school and counts towards a student's absence total for the school year.

For excused absences and absences due to suspension, make up work must be allowed and generally, students are given as many days to turn in work as they were absent. For example, if a student is absent for two days, he or she would have to turn in make-up work by the second day he or she returns. Community service hours are not counted if done during the school-day hours that students are absent or suspended.

For unexcused absences make-up work does not have to be given.

Leaving campus (school): Students are not permitted to leave campus once they are inside the building. Leaving the campus (school) without authorization will result in a suspension and/or a detention.

Early dismissals or late arrivals: If at all possible, students must make medical or other appointments after school hours or on weekends. In the rare event that a student needs an early dismissal or late arrival, the following procedures must be followed:

1. The legal guardian must come and sign the student in or out of school.
2. The student must make up all missed work
3. Only early dismissals or late arrivals for verified doctor's appointments, observance of a religious holiday, death in the immediate family, or verifiable family emergency will count as excused absences. All others are considered unexcused. Doctor's notes should be brought upon arrival to school.

STUDENT CODE OF CONDUCT (SCC) AND DISCIPLINE POLICY

The Board of Directors ("Board") of the Noble Network of Charter Schools is responsible for establishing policies under which all campuses of the Noble Network operate. This Student Code of Conduct (SCC) has been designed to provide a positive and safe learning environment. The goal of this policy is to provide students with the necessary tools to develop a sense of self-discipline, self-understanding, self-direction, successful interpersonal skills as well as a sense of self-worth. The academic as well as the discipline expectations of all Noble Network campuses are high and the SCC is designed to give students the best chance to be prepared for college and a career and to feel safe and happy at school.

The SCC is not intended to address the entire spectrum of student misbehavior; instead it outlines a range of appropriate responses for certain inappropriate behaviors. School officials retain the discretion to address student misconduct that is not specifically included in this discipline policy. This code applies to actions of students during school hours, before and after school, while on school property, while traveling on school vehicles funded by Noble Network campuses, while participating on any team or group representing the school or attending such an activity, at all school-sponsored events, and while using the school network or any electronic devices. This code also applies to actions of students before or after school hours and off school property if those actions pose a substantial likelihood of disruption to the learning environment in the school.

Staff members shall ensure due process for each student, while consistently following the policies outlined below.

A student's IEP (including a BIP if one exists) will be followed. When determining any disciplinary consequence for misconduct by a student with a disability which may result in a suspension for more than 10 cumulative school days or will result in a change of placement, the IEP team will consider all relevant information in the student's file, including the student's IEP, any teacher observations and any relevant information provided by the parent to determine if the conduct was a manifestation of the student's disability.

Merits - Merits will be given when students perform above and beyond in the areas of citizenship, behavior, kindness, or school upkeep. Some examples include:

- a. Making the school look better
- b. Stopping to greet visitors to the school and answer their questions
- c. Helping tutor a fellow student
- d. Allowing adults the right of way on the sidewalk or CTA

Merits are never given when a student asks for one for him/herself. Merits may result in a student being entered in a raffle for prizes or tickets to various events or amusement parks or special recognition.

Demerits - A student can be assigned from 1-4 demerits for a rule infraction. More serious infractions may earn more severe consequences as outlined in the SCC. Staff members determine the number demerits, except as prescribed by the list below:

- a. Chewing gum - 4 demerits
- b. Food or drink visible outside the lunchroom or eating or drinking outside the lunchroom - minimum 2 demerits. Water in clear bottles is permissible.
- c. Pop, caffeinated energy drinks, or chips (except those sold or provided) visible anywhere - 4 demerits
- d. Standing, yelling, or throwing anything in the lunchroom - minimum 1 demerit
- e. Not returning a tray or not cleaning up in the lunchroom - minimum 1 demerit
- f. Talking during an emergency drill - 2 demerits
- g. Tardy to school:
 1. Less than 1 minute - 1 demerit
 2. Tardy to school more than 1 minute - 2- 4 demerits
- h. Tardy to class (not in assigned seat when the bell rings):
 1. Less than 1 minute - 1 demerit
 2. 1 minute to 3 minutes - 2 demerits
 3. Tardy to class more than 3 minutes - 4 demerits
- i. Unexcused absence from a class or school-mandated function such as mandatory LaSalle, community service event - 4 demerits
- j. In the hallways at any time while classes are in session without an escort (except during passing periods or specific times designated by the principal) - 4 demerits
- k. Cell phone or audible electronic device (including headphones) visible, audible, or used during school hours without staff permission - 4 demerits and confiscation of the device until parent retrieves item from school
- l. Dress code violations that can be corrected immediately (such as an untucked shirt) - 1 demerit no warnings will be given and 4 demerits given if not corrected
- m. Dress code violations that cannot be corrected immediately (such as no belt) - 4 demerits
- n. Foul language including curse words and or other slurs - minimum 1 demerit
- o. Bullying or verbal harassment - minimum 1 demerit

- p. Rowdy or loud behavior anywhere in the school - minimum 1 demerit
- q. Inappropriate public displays of affection - minimum 1 demerit
- r. Loitering on school grounds - minimum 1 demerit
- s. Disciplinary removal of a student from class - minimum 4 demerits
- t. Academic dishonesty, cheating or plagiarism - 4 demerits
- u. Possession of a permanent marker or sharpie - 4 demerits and confiscation

Detentions/Demerit Cycles: A student is issued a three-hour detention for each multiple of 4 demerits he/she earns within a two-week cycle. For example, 4 demerits within a two week cycle equals 1 detention and 8 demerits within a two week cycle equals 2 detentions. Demerit cycles coincide with the progress report cycles and are reset after the two-week period ends. Thus, if a student receives only one, two, or three demerits within a two-week period (or have one, two, three remaining demerits after detention(s) have been issued), these demerits reset to zero. Detention may take the form of a silent study period, behavior improvement work, or a combination of these.

Behavior Improvement Classes: Students who earn more than 12 detentions or have a violation of the SCC related to fighting, bullying, harassment, gang activity, or drug use or distribution will be required to take behavior improvement classes that teach proper behavior in order to be promoted or to graduate. Typically each class will be a four week summer class or fifteen week after-school class. The student will also have to serve any detentions or suspensions days earned for violations in addition to taking the discipline class(es).

Clean Weeks: If a student has earned 24 detentions and therefore 2 behavior improvement classes, the student is also eligible for clean weeks. Clean weeks are a behavior improvement program that allows a student who completes any 5 consecutively attended school days and earns 3 or fewer demerits to remove one detention from his/her year-end cumulative total. The student must still serve all detentions and complete 2 behavior improvement classes in order to be promoted

School Fees and Financial Hardship: Noble will assist students whose families demonstrate financial hardship in the payment of all school fees. Homeless students will have all school fees waived. Other students whose families encounter financial hardship may apply for a payment plan through the campus's main office. A payment plan will allow families to reduce payments and/or extend payment timelines so that students may still participate in mandatory school activities without penalty for inability to pay. In addition, promotion or graduation will not be denied on the basis of an inability to pay fees.

Good Standing: Students who break school rules or fail to serve the penalty for breaking them may lose their good standing status at school. For those who are not in good standing, this could result in not eating lunch with classmates and in not being eligible for sports, dances, proms, camp, activities, and field trips.

Student Conference: With some infractions, a student conference may occur where a student is informed of consequences that will be recommended or assigned if inappropriate behavior continues.

Parent Conference: With some infractions, a parent may be informed by phone or in person with conference documented, incident explained, and future consequences reviewed.

Suspension: A suspension is when a student is removed from school due to the serious nature of the inappropriate behavior for up to 8 consecutive school days for any one offense. Students who have been suspended may not appear on campus nor attend any school functions (before school, after school, or evening) while suspended. Violators of this policy will be considered trespassing. They may, however, enter the school to take or prepare for state assessments. Suspended students must be assigned homework and given the opportunity to make-up missed assignments, quizzes, or tests for full credit.

A campus official must fill out an appropriate misconduct report anytime a student is suspended. Students will be provided a suspension conference (unless students presence poses danger) during which time the student will be informed of the alleged misconduct against him/her and will be given the opportunity to respond. Parents will be called and informed of the suspension as well as provided with a misconduct report and suspension letter (that will be given to the parent, emailed, or mailed home).

A parent or student may appeal in writing a suspension within two days of the notice of the suspension. Reasons for the appeal of the suspension must be put in writing to the Superintendent, Michael Milkie, either by e-mail (mmilkie@noblenetwork.org) or by mail postmarked within the two days (1010 N. Noble St., 60622). The superintendent will make the final determination of any suspension appeal. An appeal does not halt a student's suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not have to be served.

Police Report: If there is reason to believe that a student may be, or was involved in any illegal activity on school grounds or at any school sponsored activity or event, school personnel may contact the police to report the incident. This standard applies to all violations of the SCC. A campus official will take reasonable actions to inform parents prior to or shortly thereafter the police are called.

Weapon Definition: For the purposes of the SCC, weapon is defined as any object which may be used, is intended to be used, or is attempted to be used for bodily harm including, but not limited to a firearm or firearm "lookalike," a stick, brass knuckles, a knife, box cutters, bullets, screw drivers, saws, metal pipes, b.b.guns, toy guns, slingshots, or broken bottles.

Expulsion: When a campus determines that a student has committed an offense(s) which is (are) grounds for expulsion, the principal or designee will forward to the hearing officer the appropriate misconduct report. The student will be suspended for up to 8 school days pending an expulsion hearing conducted by a hearing officer designated by the superintendent.

Expulsion steps in order:

1. Principal or designee recommends student for expulsion with a misconduct report to the superintendent and hearing officer. Principal or designee contacts (minimum three attempts) parent to schedule expulsion hearing, and documents that contact in PowerSchool, and notifies parent of the expulsion hearing via first class mail, certified mail and email, if available.
2. The campus schedules an expulsion hearing.
 - a. Designated hearing officer will conduct expulsion hearing.
 - b. Representatives of the campus may present evidence or witnesses.
 - c. Parent is strongly urged to attend
 - d. Parent and student afforded due process by being allowed to refute charges and present evidence.
 - e. Any party may bring legal counsel. If legal counsel is obtained, 24 hour notice should be given and counsel information should be shared.
3. Hearing officer makes recommendation to superintendent within 3 business days
4. Superintendent makes expulsion decision and notifies parent within 10 business days of the expulsion hearing.
5. For placement information for your student after an expulsion, please contact the Chicago Public Schools, Department of Student Adjudication at 773-553-2249.

Procedural guide for students with disabilities: School officials may suspend students with IEPs or 504 plans for a total of up to 8 consecutive or 10 cumulative school days in one school year without providing special education procedural safeguards. Detentions do not count toward the 10-day limit. Additionally, if students with disabilities are provided with special education services, in-school suspensions do not count towards the 10-day limit. Principals are not required to suspend students with disabilities for the mandatory periods set forth in this Code for a single offense. The principal has discretion to be flexible in the amount of days of suspension given to students with disabilities. Students with disabilities can be suspended in excess of 10 school days in certain circumstances. When school officials anticipate a referral for expulsion, the following apply:

1. Provide written notice to the parent/guardian or surrogate parent of the intervention or consequence being considered and the date of the Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to discipline the student.
2. The IEP team must determine whether the misconduct is a manifestation of the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The team must also decide whether the conduct in question was a direct result of the schools failure to implement the students IEP. In addition the team must revise or develop a functional behavior assessment and intervention plan 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 Student Code of Conduct, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 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.

Unacceptable Behavior & Corrective Disciplinary Consequences

Unacceptable Behavior	Range	Disciplinary Consequences
2-1 Electronic devices	Min.	Confiscation—for parent release only and detention
	Max.	Confiscation—for parent release only, detention and 1 day suspension
2-2 Failure to serve detention	Min.	Serving missed detention, serving penalty detention and parent conference
	Max.	Serving missed detention and 1 day suspension
2-3 Gambling	Min.	Item/money confiscated
	Max.	3 day suspension
2-4 Improper use of technology	Min.	Suspend network use privilege, parent conference
	Max.	3 day suspension
2-5 Leaving class without permission	Min.	Detention
	Max.	3 day suspension
2-6 Earning any multiple of six detentions	Min.	Parent conference
	Max.	1-day suspension and parent conference

3-1 Forgery/leadership of academic dishonesty	Min.	Parent conference-no credit given for assignment and minimum of 4 demerits
	Max.	Detention, 1-5 days suspension
3-2 Possession or use of tobacco or related items (such as lighters or matches) or look alike item	Min.	Detention, confiscation of item
	Max.	5 day suspension, confiscation of item
3-3 Cutting a school day	Min.	Double detention, parent conference
	Max.	5 day suspension
4-1 Disrespect-disrespectful behavior to a staff member, student, or visitor, including verbal disrespect, written disrespect, obscene gestures, and disrespect on the internet	Min.	Detention, parent conference and/or 1 day suspension
	Max.	8 day suspension
6-1 Arson	Min.	5 day suspension and summer behavior improvement class
	Max.	Referral for expulsion hearing
6-2 Assault/Battery (verbal or physical)	Min.	5 day suspension and summer behavior improvement class
	Max.	Referral for expulsion hearing
6-3 Possession, use, intoxication, distribution, or sale of alcohol or illegal drugs, or drug paraphernalia or look alike item	Min.	5 day suspension and/or out-patient counseling or summer behavior improvement class
	Max.	Referral for expulsion hearing

6-4 Fighting	Min.	5 day suspension and/or summer behavior improvement class
	Max.	Referral for expulsion hearing
6-5 Gang-related or group organized disruptive activity	Min.	5 day suspension and/or summer behavior improvement class
	Max.	Referral for expulsion hearing
6-6 Theft, robbery, or extortion	Min.	1 day suspension and/or summer behavior improvement class
	Max.	Referral for expulsion hearing
6-7 Threats, harassment, or hazing of staff or students including sexual harassment and threats on the internet	Min.	Parent conference, counseling and minimum of 1 demerit
	Max.	Referral for expulsion hearing
6-8 Vandalism or damage of school or community property including hacking into or disrupting network technology systems	Min.	1 day suspension, restitution of property & cost
	Max.	Referral for expulsion hearing
6-9 Possession and/or use of weapons/dangerous objects	Min.	Item confiscated, 5 day suspension and/or summer behavior improvement class
	Max.	Referral for expulsion hearing
6-10 Repeated violations of the SCC including repeated disruptions to the learning process after earning more than 36 detentions in any one school year.	Min.	1 day suspension
	Max.	Referral for expulsion hearing

NOBLE CAMPUSES DRESS CODE

Dress code: The dress code is strictly enforced. Warnings are not issued. Students not in the school uniform may be put in silent study hall until they can get in proper dress code. The dress code is in effect anytime students are in the school building. During summer school, at school events and sporting events outside of the school building, or on dress down days, it may not be required to wear the school uniform; however, the rest of the dress code still applies.

1. Shirts and outerwear

- a. Students must wear unaltered school shirts each day.
- b. Students may not wear anything underneath their school shirts except one white short-sleeve t-shirt and nothing over them except school approved sweater. Under shirt sleeves may not be visible at any time. Approved school sweaters may only be worn over the top of the school shirt (not draped over shoulders or tied around waist), and the collar of the school shirt must be completely visible.
- c. Coats, non-school sweatshirts, or any other outerwear are not permitted to be worn in school or taken anywhere in the building at any time and must be left in the locker all day.
- d. Shirts must always be tucked whenever students are on school grounds.

2. Pants and skirts

- a. Boys must wear dress pants. Girls must wear dress pants or skirts. Capri pants, spandex material, and corduroys are not permitted.
- b. All pants and skirts must be light-khaki in color.
- c. No pockets, loops, or straps on pants or skirts can be below the hip level. Rubber bands are not permitted around pants.
- d. Pants must not be too baggy or too tight nor torn or frayed. Pants must be worn at waist level. Other clothing must not be visible under pants.
- e. Skirts must be knee length or longer and no slit may come too high. Skorts are not allowed.

3. Shoes

- a. Black dress shoes are required. Shoelaces and all parts of the shoe must be black. Girls' dress shoes are acceptable only if they cover more than half of the foot and don't have more than a 3" heel.
- b. Boots, flip-flops, stilettos, stacks, platform shoes, gym shoes, and thin sandals are not permitted.
- c. Shoes must be laced up, with tongue inside, and tied securely. Pant legs must be worn over the shoe.

4. PE Uniforms

- a. Students must wear school PE shirts. Students may not cut off or alter the PE shirts in any way.
- b. Students may be allowed to wear their own PE shorts or sweatpants. If so, no short-shorts, jeans, jean shorts, cut offs, pajamas, or spandex are permitted.
- c. Students must wear gym shoes.
- d. Students must change in their assigned locker room.

5. Belts

- a. Solid black belts must be worn at all times. Belts may not hang down. Pants must be purchased that allow for belts.

6. **Jewelry and make-up**
 - a. Boys may not wear any earrings and girls may wear earrings only in ears.
 - b. Visible body piercings, tongue piercings, or band-aids covering piercings are not permitted.
 - c. All necklaces must be tucked inside the shirt.
 - d. No heavy make up is permitted and make up, perfume, lotion, or any other cosmetics are never to be applied anywhere but bathrooms.
 - e. Sweatbands or distracting wrist wear are prohibited.
7. **Head Coverings**
 - a. No hats or other head coverings are permitted, including scarves, hairnets, athletic sweatbands, and bandanas anywhere inside a building at any time, except where mandated by legitimate religious requirements or with a medical note.
 - b. Headband width should be less than 4"
8. **Hair**
 - a. Hair can be colored or highlighted only in a natural human hair color.
 - b. No designs of any kind are permitted to be in the hair or on the face. This includes a prohibition of any distracting or unprofessional hair styles.
9. **Tattoos**
 - a. No visible (permanent or non-permanent) tattoos or body markings of any kind are permitted. If a student has a tattoo, it must be properly covered at all times. Only a school approved sweater can be worn to cover tattoos on the arms. Tattoos on hands, face, or any other part of the body that cannot be covered by the school uniform, should be completely covered by a band-aid.
10. **Distracting Clothing**
 - a. No clothing or jewelry that is determined by any teacher or staff member to distract from the learning process is permitted.

SEARCHES, LOCKERS AND LOCKS

Searches: Students or personal property of students can be searched with reasonable suspicion. The search must be done by a staff member who is the same sex as the student and there must always be a second staff member present as a witness.

Social Media/Networking Passwords: The principal (or designee) may require a student to provide his or her social networking log-in, including password, if there is reasonable cause to believe the student's social networking account contains evidence that the student has violated the SCC.

Lockers, locks, and other school property: Student lockers, desks and parking lots are school property. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. Accordingly, school officials may inspect and search school property and the personal effects left in there at anytime without notice or warning. All locks must be school locks purchased through the school office; any other lock will be removed without notice.

NO SOLICITATION

No solicitation: Students may not sell any good or services for any fundraiser or other reason while in the school building unless they are doing so for a school-sponsored club or organization.

ACADEMIC DISHONESTY

Academic dishonesty: Students must understand that copying the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Students must always be responsible for their own work and not engage in any manner of cheating.

These types of academic dishonesty will result in loss of credit and/or failure according to the discretion of the teacher. Students will also receive an automatic detention (first offense), or more severe penalty if their cheating continues.

Deliberate plagiarism:

1. Copying of a phrase, sentence or a longer passage from a source and passing it off as one's own.
2. Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own.
3. Obtaining a term paper and handing it in as one's own.

Accidental plagiarism:

1. Forgetting to place quotation marks around another writer's words.
2. Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

Cheating:

1. Obtaining a copy of tests or scoring devices.
2. Copying another student's answers during a test.
3. Providing another student questions or answers to, or copies of, actual test questions.
4. Having or using non-permitted materials during tests.
5. Duplicating another student's project or work for submission as one's own work.
6. Having someone other than the student prepare the student's homework, paper, project, laboratory report or take-home test.
7. Permitting another student to copy one's own homework, paper, project, laboratory report, or take-home test.

The following consequences will occur for students who engage in acts of academic dishonesty:

1. Automatic 0 on the assignment
2. Detention

The following consequences may occur for more severe or repeat violations of academic dishonesty:

1. Teacher/student/Dean of Discipline/parent conference
2. Removal or disqualification from NHS or summer programs
3. Suspension
4. Homework must be handed in to the office

TECHNOLOGY ACCEPTABLE USE POLICY

The goal of computer access at school is to build technology skills, information gathering skills, and communication skills. Students have the privilege to use computer workstations, electronic devices, the school network, e-mail, and the internet for school assignments only.

Responsible students use technology carefully: Students will return technology in the same manner in which it was received.

Responsible students use the internet appropriately: Students are responsible for all web pages accessed. Students must earn internet authorization by studying the Technology Acceptable Use Policy.

Students are not allowed to access, use or possess pornographic, gang-related, violent, illegal, or inappropriate material. Students may not access any social media, email, chats, blogs without the consent of a staff member. Students are not allowed to access, use, or possess unauthorized or illegally obtained hardware, software, data, or files deemed dangerous to the integrity of the Noble Network system (e.g., viruses, worms, or other harmful programs designed to disrupt or alter a computer's functions). Students may not alter any network address or identifiers. Students must not attempt unauthorized entry to any area of the network or interfere with or disrupt any computer, network, source or equipment, regardless of who may own, operate or supervise it.

Students must comply with the following safety rules for internet use. Students should not give out any personal information such as address, telephone number, parent's work address or telephone number, or any other person's address or telephone number without parental permission. Students should tell their teacher, principal, or parent/guardian immediately if they experience an uncomfortable situation. Students should never agree to meet or to send any picture to someone they have communicated with on-line.

Responsible students respect the privacy and rights of others: Students must keep their computer account and password private. Students may not access the records of other students. Students may not destroy or damage another person's files or messages. Students may not use school computers, the school network, or the internet to make inappropriate or negative comments about other students, teachers, administrators, or the school.

Responsible students maintain the integrity of the school network:

Students are accountable for all e-mail sent or received under their user accounts. Students may not use the network or labs for wasteful or frivolous purposes including, but not limited to; playing games, social media, using chat programs, listening to music, watching videos unrelated to a school assignment, participating in "chain letters," writing blogs, participating in online chats, or engaging in any for-profit commercial activities including advertising or sales. It is the student's responsibility to follow all computer lab rules and obey supervisors of the labs.

Students should not expect that files stored on school-based computers or servers will be private. Electronic messages and files stored on school-based computers or stored outside the school using the school's internet account may be treated like school lockers. The school reserves the right to monitor any and all emails/messages sent on or within school property. All administrators and teachers have access to stored files and e-mail. Administrators and teachers may review files and messages at any time to maintain the integrity of the system, to ensure that students are acting responsibly, to conduct the business of the school, and to comply with legal requirements. School student email is school owned and as such students have no reasonable expectation of privacy to student email. Accordingly, student email accounts can be search without notice, consent or reasonable suspicion.

Failure to comply with the Technology Acceptable Use Policy may result in loss of computer privileges as well as other penalties. Students observing or knowing of any violation of these guidelines or of a security problem on the network/Internet must notify a teacher or the principal.

SNOW DAYS/SCHOOL CANCELLATION

Noble Network campuses follow the Chicago Public Schools (CPS) with respect to snow days or other weather related issues. If CPS cancels school because of weather, so will the Noble campuses. Call CPS at 773-553-1000 to find out if they have cancelled school.

SUPERVISION OF STUDENTS

Students are not to be in the building or on the school grounds outside of regular school hours unless under the direct supervision of a school staff member.

EMERGENCY, DRILLS, EVACUATION

A map detailing the evacuation protocol is posted in every room. In any emergency drill or evacuation, students should remain silent, follow their teacher, and stay with their class in the designated area and wait for further instructions. Students should not gather personal belongings or stop at bathroom or

lockers. Any student violating this procedure is jeopardizing the safety of the school and will face consequences including possible suspension.

SCHOOL ISSUED PROPERTY

Students are responsible for keeping their textbooks, lockers, lock and any other school issued property in the condition in which they received them or pay the cost of replacement.

SPORTS ELIGIBILITY

Students are eligible to be official members of a school sports team only if:

- They have accumulative GPA of at least 2.0.
- They have failed no more than 1 class in the previous semester.
- They meet additional requirements that an individual coach or campus requires.
- They meet IHSA requirements.

GUESTS

Guests must always obtain a visitor's pass from the main office and must be authorized by a staff member. Guests should be greeted politely in the hallways or when knocking on the door of a classroom.

STUDENT RIGHTS

The right of students to freedom of expression shall not be abridged, provided that such right shall not cause the substantial likelihood of disruption within the school. Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish, and disseminate their views, and to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the principal (or designee).

No expression made by students in the exercise of such rights shall be deemed an expression of school policy, and no school officials shall be held responsible in any civil or criminal action for an expression made or published by students.

Freedom of speech: Students' right to free speech comes with the following restrictions:

- What a student says may not disrupt the work and discipline of the school in a material or substantial way.

- A student's words may not incite others to disrupt the work or discipline of the school or disobey the laws.
- No students may be obscene.
- Students may not say (slander) or write things about (libel) another person that damage that person's reputation and are not true, if they know the statement to be false or don't care whether it is true or false.
- Students may not use fighting words, that is, words which when spoken are likely to produce a violent action. Included in this category would be racial, sexual, ethnic, or religious slurs.

Freedom of press: Students may express their opinions in publication and other written material as long as it follows standards of good taste. Unofficial or underground publications distributed at school will not be censored so long as they are signed by the author(s), and are not disruptive, defamatory, obscene, or containing "fighting words." Noble Network reserves the right to regulate the content of "school sponsored express activities." A sign posted must be signed by the person who puts it up and must be posted in the designated area in the school.

Freedom of religion: Students have the right to be absent from school for observance of the holy days of their religion. Parents/guardians must notify advisor and school office in writing prior to absence. An absence for religious reasons will be an excused absence from school. Students will be allowed to make up any work from an absence due to religious observance.

Right to equal education: Noble Network students cannot be prevented or discouraged from participating in any school activity because of race, gender, sexual preference, religion, national origin, color, sex, identity, gender-related identity or expression, citizenship status, age, religion, physical or mental disability, order of protection, status of being homeless, or actual or potential marital or parental status, including pregnancy.

Right to access: All public events for parents, students, and community members for whom an announced site for a school program or event is not usable may request 10 days in advance that the program be relocated into a site which would meet their needs to the extent it is possible. Requests should be made to the principal of the campus

What to do if rights are violated: Students are encouraged to speak with a staff member. Any member of the school community who believes he/she has been subject to or bears witness to discrimination on the basis of race, gender, age, sexual orientation, religion, national origin, color, sex, identity, gender-related identity or expression, citizenship status, religion, physical or mental disability, order of protection, status of being homeless, or actual or potential marital or parental status, including pregnancy, may file a complaint with school principal. The principal will make a determination in the matter. If that determination is unsatisfactory, the member of the school community can request a hearing before the superintendent, by submitting a request in writing to the school office. If there is a conflict of interest with raising the complaint with the principal, the member of the school community can reach out to a staff member in the superintendent's office for support.

STUDENT INITIATED GROUPS

Non-curriculum related student groups can meet on school premises for the purpose of religious, political, or philosophical discussion during non-instructional time if approved by the building principal, subject to the following:

- Attendance at the meeting must be voluntary and student initiated.
- The meeting will not be school-sponsored;
- One or more school employees shall be present in a non-official capacity only.
- Non-school persons may not direct, conduct, control, or regularly attend meetings.
- All school rules, applicable laws, and the constitutional rights of other persons must be observed.

Approval by the principal may not be denied on the basis of the religious, political, philosophical, or other content of the speech at a meeting unless the meeting does, or is likely to, materially and substantially interfere with educational activities within the school, is unlawful, or is in violation of any applicable school district policies or school rules.

Non-curriculum related student groups shall also be granted:

- Access to classrooms in the school for meetings and events during non-instructional time.
- Access to designated bulletin boards, upon which student groups may post written materials that have been reviewed and signed by a faculty member or administrator at the school (a disclaimer of school sponsorship may be required on such written materials).
- The ability to submit student group announcements to be made during advisory periods.
- The opportunity to hold fund raising activities and engage in community service.
- Access to scrolling video screens where announcements and events are communicated.
- Inclusion of the group in the school yearbook.

Non-curriculum related student groups cannot participate in or make presentations as a group to town hall assemblies held in the school. In addition, the school will not spend public funds on non-curriculum related student groups for transportation, teacher/sponsor salary, textbooks, equipment, uniforms, activity accounts, and anything else beyond the cost of the activities and opportunities listed above.

MEDICAL POLICIES

Immunizations and health exams: All students entering in 6th and 9th grade or transferring into a Noble campus for the first time must submit proof of a health examination and immunizations by October 15th. Students who fail to submit the required health examination and immunization documentation (and who are not otherwise exempt from such requirements under Illinois law) will be excluded from school until such time as the student presents proof of the health examination and required immunizations.

Dental and vision requirements: All 6th grade students must have an annual dental examination and present proof of such examination by May 15th. Additionally, all 8th grade Noble students must submit proof of an eye examination by October 15th. Students who fail to provide proof of a dental or eye examination or to establish that they are otherwise exempt from those requirements may have their report cards withheld until the student complies.

Allergies: If a student has an allergy that would limit participation in routine school activities or the food program, please notify the main office with appropriate direction.

Medications: If a student requires medication during school hours, the distribution of the medications will be supervised by the office manager or nurse under the following guidelines required by state law:

- a. Prescription medications must be supplied in the original pharmacy container.
- b. The container must be identified with the following information: student name, name of medication, and doctor's name and phone number.
- c. Parents/guardians must sign the medicine administration release.
- d. Non-prescription medications must also be supplied in the original container and must be accompanied by written consent from parent/guardian.

Each campus will authorize an employee as the primary person and back-up person authorized to administer medication in the absence of the school nurse. All medication, except student carried medications, must be placed in a locked box in the main office. In order to administer any prescribed medication to a student or child, there must be a doctor's note on file. For any over the counter medication, a note signed by the parent with directions must be present. Furthermore, a log will be kept on file that indicates the following: name of student, name of medication, date, time, and who dispensed medication.

Students are responsible for coming to the main office to receive their medications at the appropriate time.

Students are not allowed to have medications in their possession or in their lockers. This includes any over the counter medications. The only

exceptions are EpiPens and inhalers that have been properly registered with the main office.

POLICY ON MANDATED REPORTING OF ABUSE OR NEGLECT

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have reasonable cause to believe that a child who is under 18 years old known to them in a professional or official capacity has been harmed or is in danger of being, harmed-physically, sexually, or through neglect and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.

1. Once any staff member becomes aware that a student may be the victim of abuse or neglect, they must:
 - a. Call the DCFS hotline at (800) 25-ABUSE
 - b. Notify the principal or social worker
 - c. Complete an incident report
2. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

POLICY ON SCHOOL STUDENT RECORDS

Student records are confidential and will not be released except as provided by law. Students shall be provide notice of this policy upon enrollment and annually thereafter.

The official records custodian shall have responsibility for the maintenance, care and security of all school student records, whether or not the records are in his/her personal custody or control.

Definition of school student records: "School student record" or "education record" means all recorded information, concerning a student, which is maintained by or on behalf of the school district.

The following shall not be considered school student records:

1. Records created and maintained by law enforcement professionals working in the school for law enforcement purposes
2. Recorded information maintained for the exclusive use of an employee, provided the recorded information is not shared (except with a substitute) and is destroyed not later than the student's graduation or permanent withdrawal from the district
3. Video or electronic recordings created for security or safety reasons or purposes, provided the information was created at least in part for security or safety reasons or purposes
4. Electronic recordings made on school buses

Student permanent record: The student permanent record shall consist of:

1. Identifying information, including the student's and parents' names and addresses, and student's gender, and date and place of birth
2. Academic transcript, including grades, class rank, graduation date, grade level achieved, college entrance examination scores, and the unique student identifier assigned and used by the student information system
3. Attendance record
4. Health records (medical and dental documentation necessary for enrollment)
5. Record of release of permanent information
6. Scores received on all state assessment tests administered in grades 9-12

Temporary records: The student temporary records shall consist of all information not required to be in the student's permanent record and may include:

1. Scores received on the state assessment tests administered in grades kindergarten-8
2. A completed home language survey form
3. A record of release of temporary record information
4. Information regarding serious disciplinary infractions involving drugs, weapons, or bodily harm to another that resulted in the imposition of punishment or sanction
5. Final finding reports from the Department of Children and Family Services ("DCFS") pursuant to Section 8.6 of the Abused and Neglected Child Reporting Act (no report other than what is required under Section 8.6 shall be placed in the school student record)
6. Any biometric information that is collected in accordance with Section 10-20.40 of the Illinois School Code
7. Health related information (current documentation of a student's health that is relevant to the school participation, not required for enrollment and not otherwise governed by the Illinois Mental Health and Developmental Disabilities Confidentiality Act)
8. Accident reports.

The student temporary record also may include:

1. Family background information
2. Individual and/or group intelligence test scores, aptitude test scores, and elementary and secondary achievement level test results
3. Reports of psychological evaluations
4. Special education records
5. Records associated with Section 504 of the Rehabilitation Act of 1973
6. Honors and awards
7. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
8. Other disciplinary information
9. Any verified reports or information from non-educational persons, agencies or organizations of clear relevance to the education of the student
10. Teacher anecdotal records (e.g. description of student behavior or progress or a report of observed behavioral incidents)

Inspection and access of student records:

1. A parent or someone specifically designated by the parent shall have the right to inspect and copy all his/her child's school student records with limited exception. No parent will be granted access to confidential letters and statements of recommendation which were placed in the student record prior to January 1, 1975, or when the student has waived access to his/her right of access after being advised of his/her right to obtain the names of the persons making such recommendations, provided such recommendations are not used for purposes other than those for which they were intended.
2. The school will not provide records to a parent if the charter has been provided with a certified copy of an order of protection or a legally binding document relating to such matters as divorce, separation, or custody that specifically revokes educational rights or prohibits access.
3. Parents shall have the right to inspect, challenge, and copy student records of that parent's child until one of the following events occurs:
 - a) The student attains 21 years of age or
 - b) The student attains 18 years of age and declares himself or herself financially independent of his or her parents.
4. Students shall have the right to inspect and copy their permanent record. Students shall not have access to their temporary records until they:
 - a) Attain 18 years of age
 - b) Graduate or,
 - c) Assume financial independence.
5. Whenever a parent or student desires a copy of information contained in the student's records, he or she shall submit a written request to the record custodian. Records shall be made available to parents and eligible students within fifteen (15) school days.

Access to Records without Parental Consent: Noble shall grant access to school student records in accordance with the law including, but not limited to, releases to the following persons or in the following situations:

1. In general, student school records will not be released without prior written consent and/or notice, except in very narrow situations such as requests from the Department of Education.
2. School staff members who have a current and legitimate educational interest in the student records shall have access as needed for professional purposes to both the student's permanent and temporary records.
3. School officials shall release student records without parent permission pursuant to a valid court order presented by local, state or federal officials. A subpoena (unless signed by a judge) is not sufficient. Notice and a right to challenge the records will be provided.

4. Student records may be made available without parent consent to researchers for research purposes, provided that no student or parent shall be personally identified from the information released.
5. Information may be released without parental consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons. However, notice shall be provided to parents the next school day after the release.
6. School officials shall release student records without parent consent or notice pursuant to a valid court order in which the parent and/or student is a named party

Right to control access of student records: School officials shall release student records to the official records custodian of another school within 10 days in which the student has enrolled or intends to enroll upon the written request of such official or student, provided that the parent receives prior written notice of the nature and substance of that information. Parents may, upon request, inspect, copy and challenge such information.

If the student has unpaid fines or fees, and is transferring, Noble may transfer an unofficial transcript of scholastic records, but must forward an official transcript within ten (10) days after the student has paid all of his or her outstanding fines and fees.

If a student transfers to another school, Noble will send a certified copy of the records and keep the originals.

Challenge procedures:

1. Parents have the right to challenge the accuracy, relevance or propriety of any entry in their child's school student records, except (1) academic grades, (2) the name and contact information of the Official Records Custodian, and (3) references to expulsions or out-of-school suspensions, if the challenge is made at the time the student's school records are forwarded to another school to which the student is transferring.
2. A request to challenge the contents of a student record shall be made in writing to the school by the parents and shall state in specific terms what entries in their child's record are being challenged.
3. The principal shall conduct an informal conference with the parents within fifteen (15) school days of the receipt of the written challenge.
4. If the challenge is not resolved at the informal conference, a hearing shall be convened consistent with the Illinois School Student Records Act.
5. An appeal of the hearing can be made to the regional superintendent

Statement of dispute: Parents may insert in the school student record a statement of reasonable length setting forth their position on any disputed information in the record. Noble will include a copy of such statement in any subsequent dissemination of the disputed information.

Maintenance of school records

1. Permanent records will be retained for 60 years after the student leaves Noble.
2. Temporary records will be retained for at least 5 years after the student leaves Noble.
3. Noble will review a student's temporary record every 4 years and when a student changes attendance centers.
4. For students with a disability, Noble may, after five (5) years, transfer to the parents (or student if he or she has succeeded to the rights of the parent) Special Education Records which may be of continued assistance to the student.

NOBLE'S COMMITMENT TO STUDENT SUCCESS

Noble is committed to serving all students who are accepted to our campuses. We know that families will occasionally encounter extreme situations.

School fees & financial hardships: Noble will assist students whose families demonstrate financial hardship in the payment of all school fees. Homeless students will have all school fees waived. Other students whose families encounter financial hardship may apply for a payment plan through the campus's main office. A payment plan will allow families to reduce payments and/or extend payment timelines so that students may still participate in mandatory school activities without penalty for inability to pay. In addition, promotion or graduation will not be denied on the basis of an inability to pay fees.

Students in temporary living situations: Noble adheres to all federal and state laws protecting the rights of homeless students. Additionally, homeless students will have all school fees waived. Please contact the main office to speak with the students in temporary living situations coordinator.

If the above or other concerns surface please contact your student's advisor, other staff members at your campus, or campus principal.

Michael Milkie



Education:

- 1991** State of Illinois, Type 09 6-12 teaching certificate. Endorsements: Mathematics, English, World History, Economics, Russian
- 1989** M. A. Russian-East European Studies – Indiana University
- 1989** M. A. Economics – Indiana University
- 1984** B.A. Economics – Indiana University

Experience:

2005 – present Superintendent – Noble Network of Charter Schools in Chicago, Illinois

- Oversee the development of six new Noble campuses
- Hire and oversee principals for all campuses
- Hire and oversee Network staff
- Institute Network-wide programs, including student assessment and nutrition programs
- Disseminate results of Network programs and represent the Network locally, regionally and nationally
- Develop, with principals, professional development for all Network teachers
- Assist principals with staff hiring and retention decisions
- Manage annual Network budget

1998 - 2004 Principal and Founder - Noble Street Charter High School in Chicago, Illinois

- Created 475-student school, including: hiring faculty, recruiting students, creating curriculum and directing construction of facility addition.
- Instituted school-wide reading, writing and mathematics programs, producing excellent results in student skill development and standardized tests.
- Instituted school-wide fitness program with physical education classes conducted by Lakeshore Athletic Club.
- Instituted model discipline program recognized nationally.
- Managed \$4 million budget, balanced every year
- One of the lead fundraisers for successful \$3 million capital campaign.

1990-1998

Mathematics teacher, Wells High School in Chicago, Illinois

- Founded AP Calculus program, Math and College clubs.
- Coached JV basketball and baseball.

- Assisted seniors with college selections process, financial aid and college pursuits and campus visits.

1989 - 1997

Adjunct Instructor of Economics

- Roosevelt University, DePaul University, Harold Washington College, Robert Morris College, Oakton Community College, College of Lake County

Organizations:

Right Angle Educational Foundation – Founder, vice president and board member. The foundation provides scholarships to low-income high school students to study at summer college programs.
Erie Neighborhood House Charter School - Board member

Interests:

Education, fitness, football, basketball, and volleyball.

Eric Thomas

PROFESSIONAL EXPERIENCE

“Eric has demonstrated an absolutely uncanny ability to teach, manage, and lead. He has been instrumental in building Northwestern High School’s Communications Academy... all in all one of the most valued members of the Northwestern faculty.”

Dr. James I. Scofield
Principal, Northwestern High

“Eric’s mastery of the key skills of an effective leader inspired, motivated, and led his staff and corps members to be highly successful in all they did. He was relied upon for making many important decisions and as a manager and leader his work constantly impressed me.”

Kate Sobel
Institute Director
Teach for America NYC
Summer Institute

Northwestern High School **1999-Present**
Director and Lead Teacher- *Baltimore, MD*
Communications and Public Relations Academy

- Beginning in 2002, partnered with the Public Relations Society of America to become one of 7 pilot sites around the US to offer a career academy in Public Relations
- Awarded over \$11,500 in grants since 2003
- Directed academy logistics, wrote and taught curriculum in six courses, served as administrator of computer lab, and coordinated PR campaigns within school
- Academy students had 14% higher attendance, 54% higher achievement index, and SAT average of 280 points above school-wide averages
- Have also taught English Literature and coached several sports

Teach for America Training Institute **2004**
Associate Institute Director *New York, NY*

- Planned, recruited and hired staff, and executed training for 573 new Teach for America teachers
- Built strategic partnerships with Region 1 officials in New York, cultivated relationships with eight schools in the South Bronx
- Ensured logistics, curricular program, and hiring of experienced staff met organizational needs in supporting our mission
- Planned training and support for over 70 staff members
- Analyzed data and developed strategies to increase teachers’ effectiveness and raise student achievement

Teach for America Training Institute **2003**
School Director *New York, NY*

- School Director of I.S. 172 and I.S. 286 in Harlem during training for 91 new Teach for America corps members
- Managed a staff of eight, collaborated with both schools’ administrators and faculty, created an operations plan for the summer that served school, community, and 400 students’ needs
- End-of-Institute Measures for my schools were higher than NYC Institute averages in 15 of 22 categories. Exceeded Institute-wide “Measures of Success” in 6 of 8 key categories, most notably in Preparation for Teaching, Interactions with Staff, and Overall Satisfaction with Program

Johns Hopkins University **2001-2004**
Content Learning Team Leader *Baltimore, MD*

- Have directed and taught a learning team seminar for Johns Hopkins students working towards Master’s degree in Teaching

EDUCATION

Johns Hopkins University **Baltimore, MD** **1999-2001**

Master of Arts in Teaching

- Emphasis on Secondary English and Urban Education
- Graduated with a 3.8 GPA

University of Wisconsin **Madison, WI** **1994-1998**

Bachelor of Arts in English

- Emphasis on Creative Writing
- Additional experience in Afro-American Studies, Political Science, and History

CERTIFICATION AND AFFILIATIONS

Maryland State Department of Education **2001-Present**

- Advanced Professional Certification for Secondary English
- Tenured Teacher in Baltimore City Public School System

Teach for America **1999-Present**

- From 1999-2001, Corps Member in Teach for America, a national program aimed at ensuring children in America's most under-resourced public schools are able to get an excellent education
- 2001-present Teach for America Alumnus; active in organization activities, teacher training, and recruitment

AWARDS AND HONORS

USA TODAY – All USA Teacher Team **2004**

Honorable Mention

- Winner of national award recognizing outstanding teaching

PTA – Baltimore Teacher's Union **2003**

Teacher of the Year – Northwestern High School

- Winner of faculty / parent-nominated award recognizing outstanding community service, teaching, and leadership

Public Relations Society of America **2003**

Best Communications Career Academy

- Winner of top honors from a pool of seven nation-wide career academy pilot programs in Public Relations and Communications

Diane Tobin Award **2001**

Recipient of award given by Johns Hopkins University to one graduate and one alumnus nationwide for Excellence in Education

◆ References Available Upon Request ◆


MIKE MADDEN
EXECUTIVE PROFILE

Progressive information technology executive known for driving change through highly change resistant organizations. Experience with advancing technology and creating an environment of sustainable and measurable improvements for over 40 organizations across the public, private, and non-profit sectors.

WORK HISTORY**YMCA OF METROPOLITAN CHICAGO, CHICAGO, IL****July 08 – February 09****CHIEF INFORMATION OFFICER AND EXECUTIVE VICE PRESIDENT**

- **First CIO in the organization's 150 year history**, responsible for the advancement and support of technology for 3,000 employees, 45 locations and hundreds of thousands of customers, clients, and campers
- Conducted the organization's **first Technology Needs Assessment** thereby identifying the gaps in current technology that must be closed for the business to maintain a competitive advantage
- Created the organization's **first Three Year Technology Transformation Plan** detailing the vision, values, goals, and objectives for the department as well as the resources, cost, and timing for the implementation of over 70 technology initiatives
- Presented the Technology Transformation Plan to 65 members of the Board of Managers and received **historic approval to draw down an extra 1% from the organization's endowment** to support the Plan
- Created the organization's **first zero-based budget for technology resulting in a 15% reduction in year-over-year expenses**
- **Restructured the Information Technology Department** in an effort to more effectively support our customers and to provide a firm foundation for the promotion of new technology initiatives and the Transformation Plan

CITY OF EVANSTON, IL**July 05 – July 08****CHIEF INFORMATION OFFICER, BUSINESS PERFORMANCE & TECHNOLOGY DIVISION, CITY MANAGER'S OFFICE**

- Developed the City's **first Business Performance & Technology Division**, consisting of the Information Systems Division, the Geographic Information Systems Division, and the Performance Management Office (22 employees; \$3M operating budget; \$2.5M capital budget)
- Managed and directed major new **business process improvement initiatives** for departments including Community Development, Public Works, Fire, Police, Budget, Finance, Recreation, Human Resources, Health, Facilities Management, City Manager's Office and the Library
- Created the City's **first Information Technology Strategic Plan** which received an Honorable Mention award for the 2007 Richard Goodman Strategic Planning Award from the Association for Strategic Planning; *see the plan here:* <http://www.cityofevanston.org/departments/management/pdf/Bpat-Strategic-Plan.pdf>
- Led and directed the procurement of **major new applications** for the City including a \$4M ERP system; a \$1.5M building permit and inspection system; and a \$200K per year citation management outsourcing initiative
- Led and directed parallel negotiation processes for **major application purchases**, saving the City \$1M in software license, implementation, and long-term maintenance costs
- Managed and directed the daily performance and long term vision for all City technology including 40+ physical and virtual servers; 1,200+ user accounts; 800+ computers; 500+ printers; 100+ mobile computing devices; 600+ IP and NEC phones; Oracle and SQL databases; a GIS system with 150+ layers; a data warehouse, interactive internal and external websites; a Tier I Enterprise Resource Planning (ERP) system; and a citywide fiber optic network

- Received the **highest internal customer satisfaction** scores in the 2007 Internal Services Customer Satisfaction Survey (other services areas included Human Resources, Law, Finance, Payroll, Purchasing, Budget, Fleet, and Facilities Management)
- Managed the activities and strategic direction for the **City's E-911 Board** which is comprised of two elected officials, the chiefs of Police and Fire, the supervisor of the 911 system, and two citizens
- Worked in **partnership with the City Manager, the Assistance City Manager, and City Council** to execute the City's long term vision improving the technology experience for citizens and employees

**MADDEN CONSULTING GROUP, INC, CHICAGO, IL
PRESIDENT/CEO**

May 01 – July 05

- **Established an independent consulting practice** with the objective of providing strategic planning and project management support to public, private and non-profit organizations
- Generated **revenue of \$800K+** over a four year period
- *Results (including key clients and projects)-*
 - JD Edwards, Oracle, SAP, and Accenture – contracted by executive management to align business development strategies to better meet local government needs
 - *Results-* Established best practices for securing new business and servicing public sector clients
 - Harris Trust & Savings Bank – contracted by the EVP of Corporate & Community Banking Operations to lead the first phase of a \$50M operations outsourcing initiative
 - *Results-* Provided recommendations for outsourcing check processing, account reconciliation, cash management, lockbox, electronic data transmission and statement/notice printing
 - Evanston, IL – contracted by the Finance Director to lead the selection, contract negotiation, and implementation of a new **\$5 million** citywide enterprise resource planning system
 - *Results-* On time and on budget replacement of legacy systems supporting general ledger, AP, purchasing, fixed assets, capital projects, budget, human resources, and payroll
 - YMCA, Chicago – contracted by the COO to develop the requirements for a new ERP system
 - *Results-* Developed functional requirements for the financial, procurement, human resource, and cash management functions

**GOVERNMENT FINANCE OFFICERS ASSOCIATION, CHICAGO, IL
DEPUTY DIRECTOR, RESEARCH AND CONSULTING**

Aug 98 – May 01

- Provided strategic direction and consulting services to elected officials, city managers, county administrators and senior management at over forty public sector organizations across the country including:
 - California - Alameda County, LA County, Marin Municipal Water District, Moreno Valley, Riverside County
 - Colorado - Arapahoe County, Summit County
 - Florida - Hillsborough County Sheriff's Office, South Florida Water District
 - Illinois - Chicago, Cook County, Evanston, Chicago Transit Authority
 - Iowa - Des Moines Water Works, Polk County
 - Kansas - Sedgwick County
 - Maryland - Prince George's County Public Schools
 - Michigan - Ann Arbor
 - Minnesota - Rochester
 - Nebraska – Omaha, Douglas County
 - Oklahoma – State of Oklahoma
 - Oregon - Port of Portland
 - South Carolina - Charleston, Columbia
 - Wisconsin - Milwaukee Metropolitan Sewerage District
- *Results-*
 - Partnered with the Director to build the practice into a nationally recognized public sector consulting group, **growing revenue of the Center by +450% over a three year period**
 - Acted as chief **negotiator for public sector clients for \$200 Million+ in technology contracts**
 - **Co-authored four publications** on strategies for implementing business best practices in the public sector
 - Guest **speaker at dozens of events** promoting business best practices in the public sector and conducted training for hundreds of government professionals including as lead speaker at a nationally televised event promoting emerging technology in the public sector (Received the highest trainer rating for the department: 5.6/6.0)

CITY OF CHICAGO, IL
DEPUTY CHIEF INFORMATION OFFICER, BUSINESS AND INFORMATION SERVICES

July 97 – Aug 98

- Collaborated with the Chief Information Officer to develop the strategic direction for the City's information systems
- Supported the technology and business process improvement strategies for select operating departments including General Services, Police, Transportation, Corporation Council, Purchasing, Human Resources, and the Mayor's Office
- *Results-*
 - Managed business process improvement initiatives in the Human Resources and Purchasing departments
 - Directed the **procurement and contract negotiations efforts for a \$16.4 Million** enterprise resource planning system

HARRIS TRUST AND SAVINGS BANK, CHICAGO, IL
ASST VICE PRESIDENT, CORPORATE & COMMUNITY BANKING OPERATIONS

April 92 – July 97

- Managed the Process Reengineering Office for Corporate and Community Banking Operations
- Managed four operational units responsible for wholesale lockbox, lockbox data transmission, statement rendering and check verification (for a total of 300 employees)
- *Results-*
 - Directed the activities of a team charged with identifying **and implementing \$5 Million in strategic sourcing, staff reduction, organizational restructuring and business process improvement initiatives (resulted in \$6.3M in savings)**
 - Consistently received the **highest performance ratings** when managing operational units

PUBLICATIONS

- **ERP AND FINANCIAL MANAGEMENT SYSTEMS: THE BACKBONE OF DIGITAL GOVERNMENT,**
M. Madden, et al, Chicago: Government Finance Officers Association, 2001.
- **A GUIDE TO PREPARING AN RFP FOR ENTERPRISE FINANCIAL SYSTEMS,**
M. Madden, R. Miranda, and R. Roque, Chicago: Government Finance Officers Association, 2000.
- **"THE ABCS OF ASPs,"**
Y. LIANG, M. Madden and R. Miranda, in Government Finance Review, December 2000, pp. 29-33.
- **"CONTRACTING FOR ENTERPRISE FINANCIAL SOFTWARE: THE METHODOLOGY OF PARALLEL NEGOTIATIONS,"**
M. Madden and R. Miranda, in Government Finance Review, October 1998, pp. 33-39.

EDUCATION

- **NORTHWESTERN UNIVERSITY (Evanston, Illinois)** February 07
Masters of Arts in Public Policy and Administration, Summa Cum Laude
- **UNIVERSITY OF NOTRE DAME (Notre Dame, Indiana)** April 92
Bachelors of Business Administration, Cum Laude



JOSEPH A. DRAGO

CAREER SUMMARY

Repeated success in providing the leadership and know-how that firms need to seize opportunities. Creative C-level officer for growing, complex businesses - manufacturing and service, domestic and international. Achievement record in strategic planning, working on and with boards of directors, securing financing and navigating work-outs, financial planning and reporting, shareholder relations, risk management and ERP selection and implementation. Negotiated and managed international manufacturing and supply agreements. Extensive experience with special projects involving outside resources. Successful leadership of Finance, Technology, HR, Operations and Supply Chain functions.

PROFESSIONAL EXPERIENCE

CLARKE GROUP, Roselle, Illinois

(1999-2013)

Engaged to help enable a public health products and services company seize opportunity to globally deliver environmentally responsible solutions to West Nile Virus, Malaria, and Dengue Fever. Secured financing, selected and implemented ERP system and defined processes that enabled the 300% increase in business, the establishment of 10 new domestic and 3 new international locations and doubling of the professional staff. Negotiated manufacturing arrangements in India and China and directed international supply chain. Key role compliance processes and framework for US and international regulatory affairs (EPA, OSHA, WHO, international agencies). Used to sophisticated customers and complex bids from major municipalities, UNICEF, World Bank Global Fund, Red Cross, etc.; lead financial executive on several Gates Grant Awards. During tenure, Clarke won Loyola Family Business Award and was nominated for Ernst & Young Entrepreneur of Year Award.

Chief Financial Officer

- Refinanced business 3 times and managed through a work-out situation to a favorable renewal; negotiated financing treasury arrangements to support seasonal cash needs and international operations
- Traveled to China and India to directly establish manufacturing arrangements for anti-malarial mosquito nets; led corporate, tax and financial structuring of companies in Australia, Mexico and Brazil
- Established world-class insurance program; negotiated with carriers; lead executive on claims matters
- Defined and implemented ERP system for all service and manufacturing businesses; led specialty application development and implementation including field service and CRM applications
- Lead executive on facilities initiatives, including negotiation of leases and search for new locations
- Designed and implemented long range planning process that yielded a 3-year plan for growth and accountability. Established correlated performance metrics.
- Led strategic planning process that established international plan, R&D focus and growth direction
- Led international tax planning and implementation of initiatives to significantly lower overall tax rate
- Negotiated and provided direction for major licensing contracts and acquisition transactions; developed financial models for decision support that resulted in significant competitive positioning
- Partnered with outside consultants to define and implement process improvement initiatives that immediately impacted manufacturing management, outsourcing decisions and go-to-market plans
- Instrumental in defining and implementing Advisory Board and its agenda that had significant impact on financial plans and decisions on which business units to grow, outsource or sell

THE DARTNELL CORPORATION, Chicago, Illinois

(1989-1998)

Charged with major effort to automate all functions of 70-year-old publisher and later to rapidly grow and restructure the company for subsequent successful sale. This was a leading multi-media publisher of business training material with list of over 200 titles and one million readers.

President/Chief Operating Officer

(1995-1998)

Reported to Chairman/CEO. Responsible for overall results. Led planning, publishing, sales and marketing, finance, information systems and press, bindery and fulfillment operations. Oversaw publishers, officers and directors. Managed key relationships. Member of Board of Directors.

- Developed and implemented customer focused strategies that grew per employee revenues 75%
- Increased sales of core specialty publishing business 50% in three years to record levels; led the establishment of the retail book business, outsourced major cost centers, improved gross margin 10%.
- Achieved 100% improvement in direct marketing results; doubled subscriber base and list rental business.
- Successfully negotiated and executed intellectual property acquisitions and licensing to broaden line
- Instrumental in the sale of Dartnell to a larger publisher at a premium price. Made presentations to investment bankers. Negotiated due diligence procedures; met with buyer's accountants and bankers

Senior Vice President /Chief Financial Officer

(1991-1995)

- Responsible for planning, financial, printing and fulfillment operations
- Led successful selection and implementation of ERP system with direct marketing applications
- Elected to Board as Corporate Director in 1992

Vice President, Development

(1989-1991)

- Strategic and operational oversight of UK, Australian and Boston subsidiaries
- Led successful selection and implementation of specialty technologies for publishing including creative development, editorial and content management and in-house press operations

ERNST & YOUNG, Chicago, Illinois

(1982-1989)

In the **Entrepreneurial Services Group**, managed audit, due diligence, consulting, and financial forecasting engagements for diverse client base including venture capital, manufacturing, food, healthcare, franchise, professional services, startups, non-profit and international firms. Won Practice Development Award.

EDUCATION AND CERTIFICATION

- Northwestern University, Kellogg Graduate School of Management, Professional Accounting Program
- Wichita State University, Wichita, Kansas, MA - Political Science
- College of the Holy Cross, Worcester, Massachusetts, BA - Political Science
- Certified Public Accountant (Certificate #37416)

MILITARY and COMMUNITY SERVICE

- United States Air Force Officer – Navigator (1976-1982), Air Force Academy Admissions (1983-1998)
- Big Shoulders of Chicago – volunteer - current
- PILLARS - \$16mm mental health agency; Board of Directors (1987-2004); Board Chair 5 years
- Lincoln/Belmont YMCA, Chicago, Board of Directors (1990-1994); Board Chair 2 years

MEMBERSHIPS - Union League Club, American Institute & Illinois Association of CPAs, Financial Executives International, Chicago Council on Foreign Affairs

Kyle Cole

EDUCATION

Harvard University Graduate School of Education, Cambridge, Massachusetts

Masters in Education (6/02)

Course Work: Organizational Leadership and Change, Supporting Instructional Improvement, Teacher Leadership, Educational Policy and Politics

University of Chicago, Chicago, Illinois

Bachelor of Arts with Honors: Political Science (6/01)

Thesis: Promoting Effective Teacher Collaboration in Chicago Small Schools
Phi Beta Kappa, Student Marshall

London School of Economics and Political Science, London, England

Study Abroad (1999-2000)

EXPERIENCE

Vice Principal of Curriculum & Instruction, Cesar Chavez Public Charter School for Public Policy; Washington, D.C. (8/06-Present)

- Guide all departments, Grades 6-12, through the creation and implementation of a backwards planned, standards-based curriculum
- Oversee the creation and implementation of formative, quarterly interims and the itemization and analysis of these assessments
- Create, implement and sustain the structures of a Professional Learning Community—an ongoing mentoring program of every teacher and weekly 90 minute professional development activities focused around data analysis, instruction, curriculum development, and/or assessment design
- Maintain the school's professional development budget and approve all individual professional development activities (conferences, site visits, literature, course work, etc.)
- Manage the recruiting, observing, and hiring of all academic staff
- Conduct ongoing classroom observations to provide teachers with immediate feedback around classroom culture and instructional rigor
- Supervise all department chairs, mentor teachers, Director of Special Education, Director of Public Policy, and the Director of English Language Learners
- Serve in any manner the Principal and Chavez Community to ensure that all scholars experience a rigorous, college-prep atmosphere by maintaining high academic and behavioral expectations

Teacher and Chair for the Department of History and Politics, Cesar Chavez Public Charter School for Public Policy; Washington, D.C. (8/04-8/06)

- Taught 9th Grade United States History and Public Policy
- Trained as a Literacy Coach through the Public Education Business Coalition
- Regularly observed teachers within the department to provide comments surrounding curriculum and instruction quality
- Guided the department through skills and content alignment for Grades 6-12

Teacher, Cardigan Mountain School; Canaan, New Hampshire (8/01-2014)

- Taught 9th grade History and Current Issues and 6th grade History, English, and Life Skills
- Coached Varsity soccer coach, serve as a dorm parent and Liaison to the Parent's Council

Advisor, Professional Development Center, Cambridge, Massachusetts (9/01-6/02)

- Researched teacher collaboration-based professional development models
- Assisted in the policy development of a district-wide, mentor-based new teacher induction program

Policy Assistant, Mayor's Office: Chicago, Illinois (6/00-8/01)

- Chaired a committee for and assisted the Mayor's Council of Technology Advisors
- Researched and advised on economic policy for the Mayor's Special Assistant for Technology

Researcher, University of Chicago Department of Social Science: Chicago, Illinois (9/99-8/01)

- Interviewed and observed superintendents, principals and teachers to better understand the impact of district and state policy on the classroom
- Analyzed district and school-wide professional development programs

ACTIVITIES

Member, Association for Supervision and Curriculum Development
Member, National Staff Development Council

SKILLS

Teacher Coach trained in conducting classroom observations and facilitating result-oriented meetings
Competent in Computer Software Packages including Powerschools and Microsoft Office (Word, Excel, etc.)

REFERENCES

Irasema Salcido, Founder, Chief Executive Officer and Interim Principal, Cesar Chavez Public Charter Schools
irasema.salcido@chavezschools.org
202.547.3975 ext. 12

Robert Rickenbrode, Chief Academic Officer, Cesar Chavez Public Charter Schools
admin@chavezschools.org
202.547.3975 ext. 22

Simon Rodberg, English Department Chair, Cesar Chavez Public Charter Schools, Parkside Campus
Simon.rodberg@chavezschools.org
202.550.6344

<p>experience 2009—pres.</p>	<p>KNOWLEDGE IS POWER PROGRAM (KIPP) CHICAGO, IL Development Team: fundraising, champion-raising, national board management, and network support division National Development Director (October 2012-present)</p> <ul style="list-style-type: none"> • Lead and oversee identification, strategy, cultivation, and stewardship for over 75 individual donors and prospects, including two of KIPP’s largest individual donors who contributed \$6.5M in one year. Successfully led the development of donor strategy, concept papers, presentations, internal planning, and external donor meetings • Plan and lead KIPP’s most influential annual event for 800 donors/champions. 2014 event raised \$3 million, resulted in hundreds of thousands of dollars in in-kind donations, and sparked new, multi-million dollar gift conversations • Lead quarterly, monthly, and bi-weekly meetings with KIPP National Board of Directors to engage champions • Oversee team responsible for KIPP network development community of practice and regional consulting • Oversee process for developing marketing communications and collateral for Annual Fund (\$800k+/year) • Sole recipient of Team & Family Award, KIPP Foundation’s most prestigious annual award (2013)
	<p>KIPP School Leadership Programs (KSLP) Team: principal, teacher, and executive leadership division Director, Program Evaluation and Operations (July 2011-September 2012; promotion)</p> <ul style="list-style-type: none"> • Created operations mission, vision, and plan with focus on alignment, high-quality customer service, and seamless execution. On average, 98% “Strongly Agreed” or “Agreed” that operations were executed very well • Led the design and implementation of project plans for 125 days of programming for over 300 participants/year • Created tools to streamline information for and communication to participants, instructors, guests, and teammates • Direct reports received two of six prestigious Foundation-wide awards for Results and Diversity and Inclusivity • Developed and led rigorous process for vetting Summer Institute site selection with four universities • Taught two sessions to 35 participants on operations management and leadership; rated 100% and 97%
	<p>Director, Program Evaluation and Special Projects (July 2010-June 2011; promotion)</p> <ul style="list-style-type: none"> • Managed partnership and negotiations with Summer Institute facilities at NYU Stern School of Business • Led recruitment, selection, and hiring of ten new teammates • Served as team marketing liaison. Developed all KSLP brochures, marketing collateral, and communications • Taught course to 40 doctoral students at National-Louis University on program evaluation; rated 100%
	<p>Leadership Program Project Manager (March 2009-June 2010)</p> <ul style="list-style-type: none"> • Built and implemented program evaluation plan for KIPP School Leadership Programs; created daily/end-of-program/competency benchmark surveys, and protocol for participant interviews and focus groups • Developed system in which instructor receives participant feedback immediately upon completing his/her session; quality of instruction increased from 85% (2008) to 94% (2009) to 98% (2010) during Summer Institute
<p>2008—2009</p>	<p>HYATT CORPORATION CHICAGO, IL Director, Spa Operations</p> <ul style="list-style-type: none"> • Led effort to establish strategic direction for flagship spa, including plans to address branding and operations • Developed training programs for new and turnaround teams in Seattle, WA and Calgary, AB; rated 100%
<p>2003—2006</p>	<p>JOHNSON & JOHNSON: ORTHO-MCNEIL PHARMACEUTICAL INC. HICKORY, NC Pharmaceutical Sales Representative: Asheville District</p> <ul style="list-style-type: none"> • Grew pharmaceutical sales territory from 0% product quota (PQ) to 135% PQ in six months • Ranked among Top 10 Sales Representatives in Mid-Atlantic Region for Levaquin 750 growth
<p>education 2006— 2008</p>	<p>HARVARD BUSINESS SCHOOL BOSTON, MA Master in Business Administration. Ranked in top 10% of Entrepreneurship in Education Reform course.</p>
<p>1999—2003</p>	<p>THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL CHAPEL HILL, NC Bachelor of Science, Business Administration. Minor in Afro-American Studies. Elected President of Black Business Student Alliance. Sole recipient of Harvey Beech Outstanding Senior Award for exceptional service and leadership.</p>
<p>leadership/ community</p>	<p>Fellow, IMPACT Leadership Development Program, Chicago Urban League/The University of Chicago (2014-2015) Co-Chair, Harvard Business School 5th Year Reunion Gala (2013) Board of Directors, KIPP Gaston Charter School (2011-2013) Member, Chicago Alumnae Chapter of Delta Sigma Theta Sorority, Inc. (2010-present), Apostolic Church of God (2010-present) and Harvard Business School African-American Admissions Advisory Board (2009-2012) Speaker and panelist, Forte MBA Women’s Conference (2010), Harvard Business School MBA Admissions Events (2009, 2011) and 40th AASU H. Naylor Fitzhugh Conference at Harvard Business School (2012) Advisor for eight African-American female students at UIC College Prep, a Noble Street School (2010-2012)</p>

JAMES R. TROUPIS

OBJECTIVE

To utilize my diverse education and experience in academics, service and leadership to improve the landscape of education in the United States.

EDUCATION

- | | | |
|---|-------------------------|--------------|
| 1999 – 2003 | Northwestern University | Evanston, IL |
| <i>Bachelor of Science in Communication</i> | | |
| <ul style="list-style-type: none"> ■ 3.45/4.00 GPA ■ Distinctions: Interfraternity Council President; named to “Top Ten People To Know On Campus” by the <i>Daily Northwestern</i>; President, Chi Phi Fraternity; Recruitment Chair, Chi Phi Fraternity; Student Advisory Board; Campus Safety Alliance; Dance Marathon Dancer Relations Committee ■ Volunteer Work: Special Olympics, 3D, Mercy Home, Dance Marathon, Community Action Day, various philanthropic events | | |
| 1995 – 1999 | Madison Memorial H.S | Madison, WI |
| <ul style="list-style-type: none"> ■ Distinctions: Graduated #1 in class of 420; received John Philip Souza Award for Top HS Musician; State Debate Champion | | |

RECENT PROFESSIONAL EXPERIENCE

- | | | |
|---|-------------------|-----------------|
| 2005 – Present | Teach For America | Los Angeles, CA |
| <i>Program Director</i> | | |
| <ul style="list-style-type: none"> ■ Directly manage, consult and improve the efficacy of 48 current Teach For America teachers ■ Strategically develop programming for the Los Angeles corps of approximately 400 teachers ■ In 2006-2007, 100% of directly supported corps members agreed/strongly agreed with having a positive and professional relationship with me (#1 in Los Angeles) ■ In 2006-2007, 91.5% of directly supported corps members agreed that my observations and one-on-one conversations were a key to their classroom success (#1 in Los Angeles, regional avg. 80.8%) ■ In 2006-2007, 100% of directly supported corps members agreed that they felt motivated to make significant academic gains with their students (#1 in Los Angeles) ■ In 2005-2006, exceeded individual goals of teacher efficacy, therefore helping the Los Angeles program team exceed regional goals ■ In 2005-2006, 82% of directly supported corps members agreed/strongly agreed that our one-on-one conversations were a key to their classroom success (national avg. 69%); 96% of directly supported corps members responded positively to the statement ■ Participate in national recruiting and selection efforts ■ Analyze student achievement and teacher performance data on an ongoing basis ■ Work on a national committee designed to evaluate student assessment measures in Teach For America’s 22 regions ■ Assisted in the development of Teach For America’s teacher evaluation rubric as a part of a national committee ■ Planned and ran Teach For America*Los Angeles’ Alumni Induction Ceremony ■ Have directly worked with 41 schools and more than 100 teachers in the Los Angeles Unified School District ■ Oversee both 6th-grade math/science and secondary math learning teams to ensure that workshops properly address corps-wide trends | | |

June 2005 - July 2005

Teach For America

Houston, TX

Corps Member Advisor

- Responsible for the extensive training of 16 incoming Teach For America teachers
- Designed and ran training workshops
- Met proficiency goals with 93% of corps members
- 100% of corps members responded positively to questions regarding my efficacy and relationship-building

August 2003 – June 2005

John A. Shaw Elementary School

New Orleans, LA

Elementary School Teacher (5th / 6th Grade) • Teach For America Corps Member

- Accomplished the ambitious goal of moving students an average of 1.5 years in math and reading in both years of teaching
- Trained and coached all K-7 teachers as the school's Head of Science
- Ensured successful implementation of Full Option Science System (FOSS)
- Developed and implemented a school-wide discipline plan
- Ran a mock election and designed a curriculum for 3rd- through 7th-grade teachers to prepare students for the election
- Founded and coached chess club

References & Transcripts Available Upon Request



Angelica Alfaro



- OBJECTIVE** To obtain a position with the Noble Network of Charter Schools where I expect to be a significant contribution in developing an alumni coordinator position and assisting with the college preparatory program in place now.
- EDUCATION** *University of Illinois at Urbana-Champaign* May 2007
Bachelor of Science in Psychology
Minor in Latina/Latino Studies
- LEADERSHIP SKILLS** **Booker T. Washington Elementary-** Urbana, IL February '07-May '07
Coordinator/Tutor
- Coordinate the planning and implementation of social and engaging programs designed to meet the needs of 6th and 7th grade youth.
 - Work with a well rounded team in developing programs, identifying resources and addressing student issues and concerns.
- America Reads/ America Counts-** Champaign, IL January '04- May '07
Tutor
- Promoted academic self-esteem and assisted in increasing students' scholastic coping skills especially with underrepresented minority, low-income students.
 - Provided in-school academic instruction and support for grade school children
- Noble Street Network of Charter Schools-** Chicago, IL May '06-August '06
Early College Enrichment Program Coordinator
- Engaged High School students in the desire and pursuit a four year college education.
 - Planned, maintained and coordinated weekly college visits for High School students.
 - Monitored the effectiveness of the program and services and recommended modifications to correct deficiencies
- Pritzker College Preparatory-** Chicago, IL May '06-August '06
Administrative Assistant
- Founding staff of a brand new Charter High School campus.
 - Developed strategies and performance standards to ensure consistent educational program quality and procedures.
- VOLUNTEERING** **Illinois Network of Charter Schools-** Chicago, IL June '06-Present
Advocate
- Promote the endeavor of a four year college education through various high school visits using my four year college experience.
 - Serve as a liaison between my former Charter High School and the Illinois State Board of Education to promote the expansion of Charter schools.
- Central and South American Association-** Urbana, IL August '04- August '06
President/Social Chair
- Promoted multicultural awareness amongst university students and the surrounding community.
 - Organized and ran weekly meetings at the cultural house on campus for all students.
 - Developed various community service events including a school supply drive for students in Ecuador, a clothing drive for low-income members of the Latino community, and college awareness workshops.

Sara E. Meno

PROFESSIONAL EXPERIENCE

Noble Network of Charter Schools

Grants and Special Projects Manager *November 2014 – present*
Development Coordinator *February 2011 – November 2014*
Development Associate *February 2010 – February 2011*

- Project director and lead writer for two Charter School Program grants awarded by the U.S. Department of Education, including a \$10.8 million record award for Noble
- Experienced federal grant writer with funded applications totaling \$11.2 million in federal dollars
- Steward of corporate relationships with the Chicago Bulls, PSP Capital Partners, Exelon and Discover Financial
- Responsible for 90% of Noble's federal, foundation and corporate grant applications and management of these donor relationships
- Managed Noble's charter renewal and expansion applications with our district authorizer, which required hundreds of hours of manpower, and submission of over 600 documents from 20 schools and departments, to meet ongoing deadlines over an 11 month period
- Responsible for the development and ongoing management of a network website redesign project for 21 unique sites that came in \$30,000 under budget and ahead of schedule
- Create marketing materials including websites, promotional videos, annual reports and newsletters

Susan Greene & Associates

Program Associate *October 2008 – January 2010*

- Researched and developed needs assessments for federal, state, and planning grants
- Contributed to a federal grant application that received a perfect score of 100
- Managed client relations
- Collected and managed data on behalf of clients
- Developed and maintained the firm's website

The Campus Kitchen at Marquette University

Program Coordinator *June 2006 – December 2007*

- Responsible for all operations, including the collection of donated food and its distribution to 9 partner organizations and their clients on a weekly basis
- Coordinated more than 370 students, who volunteered almost 4,000 hours to create over 22,500 meals under my management
- Increased the number of partner organizations by 50% in one year
- Established valuable food recovery (donor) partnerships
- Developed and implemented a new Job Training model which received awards for both innovation and "Excellence in Programming"
- Set a national record for the largest class of Culinary Job Training graduates
- National conference presenter in 2006 and 2007

EDUCATION

DePaul University

Master of Public Service, Nonprofit Management

August 2009

Marquette University

Honors Bachelor of Arts, Psychology

May 2006

ACTIVITIES & MEMBERSHIPS

Association of Fundraising Professionals, Chicago Chapter

Young Nonprofit Professionals Network, Chicago

YNPN Leadership Institute participant - 2015 cohort

Presenter at Design Corps 2011 *Structures for Inclusion* conference

Active volunteer, Eucharistic minister, steering committee member at St. Alphonsus Parish

Founding member of Sway Dance Chicago

Appendix 2.2.b.1 – Job Descriptions for Instructional Leadership

Instructional Leadership positions can be found in appendix 2.4.a.1 Instructional and Non-instructional job descriptions for descriptions of the Dean of Instruction and Dean of College for the proposed campuses.



Job description: Founding Principal

Background

The Noble Network of Charter Schools is a rapidly-growing, high-performing family of college preparatory high school campuses in Chicago. Founded in 1999, Noble Street Charter School has been recognized nationally for its success serving low-income Chicago students. Noble ranks 1st among all CPS high schools for the largest expected gains on the ACT. Over the last 11 years, the Noble model has proven successful: 99% of seniors graduate, 96% of graduates go to college, and 83% of those are the first in their family to do so.

In 2005, the Noble Network of Charter Schools was established to replicate the Noble model in cooperation with the Chicago Public Schools' Renaissance 2010 program. The Noble Network supports the collective mission of Noble campuses by accessing financial and human resources, administering programs and services that serve the common good of their students and employees, and seeking partnerships for successfully opening additional campuses. We have opened ten Noble campuses throughout Chicago, and will open additional campuses in the near future.

Job overview

We are seeking a Founding Principal for a new Chicago campus of the Noble Network of Charter Schools. This leadership position, which reports to the Superintendent, is an incredible opportunity for a driven educator to make an impact on the lives of Chicago youth and prepare them for college success. The Founding Principal is responsible for setting and executing policies and procedures, as well as supervising the teaching and support staffs, developing academic and extracurricular programs, maintaining relationships with students' parents to ensure students' success, and handling of budgets.

Key responsibilities

- Organizational Leadership
 - Ensure all staff, systems and programs are implemented effectively to achieve annual goals.
- Instructional Leadership
 - Oversee the academic program.
 - Create a warm, nurturing and strict school culture of high expectations for academics, behavior and kindness.
 - Oversee the behavioral program and school culture including disciplinary decisions and supervision.
- Parent Engagement and Satisfaction
 - Ensure effective parent communication and outreach on a regular basis.
 - Maintain positive relations with parents.
- Teacher Quality and Satisfaction
 - Lead the faculty and staff, including communication, motivation, hiring and evaluation.
 - Ensure teachers are working effectively as individuals and as members of department and grade-level teams.
- Administration & Operations

Candidate qualifications

- A strong ability to multi-task, handling numerous tasks across multiple functions each day, prioritizing effectively, and managing time well to accomplish all key tasks.
- The drive and ability to do whatever it takes, regardless of circumstances, to fulfill responsibilities and achieve results.
- The stamina for start-up, a hard worker with boundless energy and commitment.
- The ability to execute on a vision by creating a clear, effective plan, keeping all staff focused on results, on a daily, weekly and monthly basis.
- An inner drive to ensure dramatic student achievement gains as measured both by external assessments as well by internal assessments.
- A relentless commitment to instructional excellence, a belief that nothing less than excellence is acceptable.
- The ability to remain unflappable during crises and to lead the school in a calm, effective manner through various difficult and stressful situations.
- Classroom teaching experience and talent, including the ability to coach and effectively manage teachers.
- Discipline experience and talent, including an ability to lead a school based primarily on preventive discipline.
- Parent relations and communications experience and talent.
- Professionalism, sound judgment and maturity.
- A constant learner, always looking to improve oneself and the school by seeking out better ways to do things.
- Highly organized and resourceful with attention to detail, a keen ability to be on top of the “day to day” management of an organization.
- Positiveness and enthusiasm, an ability to motivate all constituents and to see everyone through hard times.
- Self-aware, the ability to recognize and compensate for one’s own weaknesses.
- Self-confident and humble.

Ideal candidate traits

- Passionate about quality and will possess a sense of personal accountability for results.
- S/he will be hands-on and willing to do “whatever it takes” to get the job done and to help our students succeed.
- Ability to execute best practices while operating on a limited start-up budget.
- Proactive, continually looking for ways to avert problems and improve programs and systems.
- Self-starter with ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment.
- Excellent interpersonal, verbal and written communication skills.
- Strong leadership skills and a demonstrated ability to manage.
- Strong organizational skills and attention to detail.
- Belief that all Noble students will succeed in college and citizenship.

Application process

Apply online at www.noblenetwork.org Please submit a resume, three references, and cover letter explaining why you would be an ideal fit for this position and the Noble Network.

Non discrimination

The Noble Network of Charter Schools is an equal opportunity employer.

Compensation

We provide competitive salaries based on candidate qualifications. We also provide a comprehensive benefits package including health, dental, life and disability insurance, and retirement plans.

DAVID I. OCLANDER

5952 Seabright Rd. Springfield, Va. 22152
910-922-3822 / DavidOclander@gmail.com

Objective: To serve an inner-city public school district or charter school organization and be a part of the leadership and management solution that transforms the education system in America. Make a unique contribution to America's future by developing innovative and efficient solutions, enabling inspired educators, implementing collaborative problem solving, and fostering an appreciation and love of learning that enables teachers and students to succeed in all stages of learning and in life.

Competencies:

- | | | |
|------------------------------------|--|------------------------------------|
| -Leadership and Team Building | -Effective Communication | -Systems Development & Integration |
| -Cross-cultural Consensus Building | -Interagency Coordination | -Technology Integration |
| -Community Engagement | -Implementation, Supervision, and Enforcement of Standards | -Staff Organization & Training |

Summary:

- Awarded three Bronze Star Medals for proven leadership and team building skills that overcame complex socio-economic challenges in the most difficult urban environments.
- Commander and Senior Executive of Battalion and Brigade level organizations. Successfully led, trained, and educated over 4,000 Soldiers and civilians from diverse backgrounds.
- Over 23 years of problem solving experience and implementing change strategies that resulted in the achievement of critical strategic objectives.
- Developed and orchestrated unique strategic plans and operations through synchronized consensus building and positive leadership despite facing complex and emotional issues as well as strategic level challenges.
- Recognized by national and foreign leadership for outstanding performance and creative problem solving that optimized effectiveness and efficiency.
- Initiatives led to savings of over \$100 million.
- **Clearance Level:** Top Secret – Secret Compartmented Information (TS-SCI), current through 2014. Highest level of trust and confidence awarded by the United States of America.

Professional Experience:

The Joint Staff – Joint Operations Division

Dec 2010 – Present

Director of Regional Operations, J3-Operations

- Planned and Coordinated Strategic level decisions related to the global asset management and prioritization process. Process impacts over 200,000 service members annually and supports the National Defense Strategy.
- Developed and published strategic level policy for the Chairman of the Joint Chiefs of Staff.
- Planned and coordinated crisis response operations focused on Libya, Egypt, Japan, Afghanistan, and Iraq while balancing means, ways, and ends.

Battalion Commander

May 2008 – Sep 2010

1st Battalion, 508th Parachute Infantry Regiment, 82nd Airborne Division

- Led a Task Force of 850+ American Paratroopers and over 8000 Afghan Security Forces to establish security, stability, and build capacity in southern Afghanistan impacting a population of over 700,000 civilians.
- Planned and supervised the leader development, education, resourcing, discipline, morale, welfare, and day-to-day operations of an elite Airborne Infantry Battalion from the 82nd Airborne Division.
- Directed the efficient use of \$80 million personnel and \$10 million operations and maintenance budgets.
- Synchronized the efforts of a multinational and interagency enterprise. Operated seamlessly with the Department of State, United Nations, Special Operations Forces, and the Afghan Government to implement sustainable change and progress.

Jun 2006 – May 2008

Brigade Executive Officer (XO)

2nd Brigade, 82nd Airborne Division

- Chief of Staff for 3800 Soldier Airborne Brigade.
- Led and synchronized a 200-person staff organized into key functional areas including logistics, transportation, strategic communications, construction, risk management, force protection, maneuver, and intelligence.
- Controlled the efficient use of \$385 million personnel and \$35 million operations and maintenance budgets.

Jun 2005 – Jun 2006

Battalion Executive Officer

3rd Battalion, 325th Airborne Infantry Regiment, 82nd Airborne Division

- Chief of Staff for 800-person Airborne Infantry Battalion.
- Controlled the efficient use of \$80 million personnel and \$10 million operations and maintenance budget.

Jun 2004 – Jun 2005

Strategic and Long Range Plans Officer

Multi National Corps – Iraq / XVIII Airborne Corps

- Supervised and led the planning team that developed and published the first comprehensive Operational Campaign Plan that integrated diplomatic, information, military, and economic elements of national power in support of Operation Iraqi Freedom.
- Synchronized efforts with Coalition Members, U.S. Department of Defense forces, and other governmental agencies to implement the plan in support of unified objectives.
- Frequently conducted high level coordination and briefed various interagency organizations, strategic level headquarters, and the Secretary of Defense.

Jun 2002 – Jun 2004

Masters Degree Completion (Graduated with Honors)

Jun 1997 – Jun 2002

Project Warrior

- Taught at the Captains Career Course. Responsible for education, training, and mentoring of Captains in preparation to become staff officers, Commanders, and Special Forces Leaders. (Jun 1999 – Jun 2001)
- Served as Mentor / Instructor at Joint Readiness Training Center. Responsible for the education, training, and team building of military organizations and mid-level staffs. (Jun 1997 – Jun 1999)

Jun 1995 – Jun 1997

Company Commander & Operations Officer

3rd Battalion, 504th Parachute Infantry Regiment, 82nd Airborne Division

Jun 1994 – Jun 1995

Infantry Captains Career Course (Graduated with Honors)

May 1991-Jun 1995

Platoon Leader & Assistant Operations Officer

3rd Battalion, 5th Cavalry Regiment, 1st Armored Division

Recognition

- AWARDS: Bronze Star – 3, Defense Meritorious Service Medal – 1, Meritorious Service Medal – 3
- Rated best Lieutenant Colonel in the Joint Operations Division, The Joint Staff (2011)
- Unit recognized as best example of Partnering / Community Engagement by the Afghan Minister of Defense, and the NATO Commander of Forces (2010)
- Unit recognized as best of six brigades serving in Baghdad by Commander of Multi-National Division - Baghdad
 - Rated best Brigade XO in the 82nd Airborne Division (2008)
 - Rated one of two top Officers in Airborne Brigade (2006)
 - Rated best Teacher / Instructor at the Captains Career Course (2001)
 - Rated best Mentor / Instructor at the Joint Readiness Training Center (1999)

Education: Expertise – Rural and Urban Development, Sustainable Governance & Development, Nation Building

- Masters of Operational Studies, Marine Corps University, School for Advanced Warfighting, Quantico, VA.
- Masters of Military Studies, Marine Corps University, Command and Staff College. (Graduated with Honors)

Resume: David I Oclander

DavidIOclander@gmail.com
910-922-9322

- Bachelor of Science – International Relations, United States Military Academy, West Point, NY.

SUPPLEMENTAL LIST OF EDUCATION RELATED ACCOMPLISHMENTS

Education Leadership:

- Developed, tested, and implemented education methods for the development of expert decision making skills. These education methodologies were integrated into all U.S. Army Officer Education Courses. (2011)
- Developed and integrated new technology and new education techniques into the Captain's Career Course to enhance creative and adaptive thinking skills. (1999-2001)
- Developed new curriculum for the transformation of the Army Officer Education System in support of the Training and Doctrine Command (TRADOC) Commander's initiative. (1999-2000)
- Chief Operations Officer of the Officer Education System at the U.S. Army Armor Center, Fort Knox, Kentucky. (1999-2001)
 - Planned, developed, and implemented metacognitive curriculum throughout the school. (2000)
 - Developed and implemented multi-echelon "Crucible" practical exercises as a capstone event within the Officer Education System. (2000)

Human Capital Leadership:

- Controlled annual personnel budgets of up to \$385 million. (2005-2010)
- Established a Partnership between the Fort Knox military community and the Bronzeville Military Academy High School in Chicago to provide a mentoring program for Bronzeville students. (2000)
- Developed and implemented Afghan Leadership and Education Course. Educated and mentored over 1000 Afghan citizens to become Army and Police leaders. The programs were instrumental in building community trust. (2009-2010)
 - These programs inspired local buy-in that improved quality of life throughout the affected communities.
 - Oversaw construction of Afghan Police Headquarters valued at over \$10 million.
- Developed, tailored, and implemented Leader Development programs. These programs resulted in exceptional junior leader autonomy and performance during deployments. The programs focused on problem solving, decision-making, cultural and religious understanding, and ethics. (2009-2010)
- Directed and supervised the daily management, mentoring, and pay for 3800-person Airborne Infantry Brigade. Principle duties focused on the synchronization of the brigade's operating functions. (2005-2008)
- Negotiated and built consensus in the nation's most challenging and complex multinational, multi-ethnic, and interagency environments spanning four deployments to Iraq and Afghanistan.
- Planned, coordinated, and built consensus for the Secretary of Defense's new strategic guidance. (2011)

Operational Leadership:

- Directed annual operations and maintenance budget of up to \$35 million. (2005-2010)
- Supervised the development and implementation of numerous unique and sustainable solutions to the most complex urban development problems.
 - Developed and implemented Local Security and Economic Development Initiatives in southern Afghanistan. These pilot programs (impacting 200,000 civilians) became a model for the national program credited with reversing the security situation in southern Afghanistan. (2009-2010)
 - Implemented Agriculture and Business Partnerships that built trust between the local Afghan population (200,000 civilians) and the government. This initiative resulted in the populations improved cooperation with and perception of the Afghan government. (2009-2010)
 - Developed comprehensive counter-improvised explosive device (IED) campaigns in the highest threat areas in Iraq and Afghanistan. These initiatives substantially reduced IED attacks and casualties. The unique efforts of the campaigns focused on eliminating the systemic conditions that fostered IED attacks.

- Designed and implemented \$22 million Safe Roads Initiative throughout eastern Baghdad. The initiative required complex coordination between U.S. Contracting offices, Iraqi contractors, local Iraqi government offices, and the U.S. military. This initiative was credited with providing significant improvements to the safety and protection of over 6000 U.S. Soldiers as well as over 300,000 Iraqi civilians. (2007-2008)
- Planned, executed, and ensured quality assurance and quality control of community development projects valued at over \$20 million. (2007-2008)
- Oversaw the construction of \$10 million Police Headquarters in Zabul Province, Afghanistan. (2009-2010)
- Planned and oversaw the construction of the \$250,000 Regional Police Training Academy in Zabul Province.
 - Enabled hundreds of Police to be trained in an area with no previous training capacity. (2009-2010)
- While serving on the staff of the Chairman of the Joint Chiefs of Staff:
 - Participated in the comprehensive review of the 2012 National Military Strategy and the revision of the key supporting strategic document, the Guidance for the Employment of the Force. These plans outline the strategic objectives, crisis planning guidance and multi-national cooperation guidance for operations in the next 24-36 months. (2011)
 - Oversaw the planning and implementation for the complete revision of the nation's Global Response Force. The revised plan saved the Department of Defense \$100 million and aligned strategic objectives with the available means to achieve the strategic objectives. (2011)
 - Key member of the planning team that studied and published the Global Force Management Allocation Plan in support of the National Defense Strategy. (2011)
 - Lead Planner on The Joint Staff to address the most critical contentious issues regarding the strategic prioritization of forces. Led negotiations and built consensus for plans regarding the prioritization and distribution of resources and capabilities. (2011)

Publications and Public Speaking:

- Published "The Koran Burnings and Murder: The Afghan Response and Our Missed Opportunities," Small Wars Journal, April 2012
- Honored Speaker, "Welcome to New Citizens," U.S. Department of Justice, Immigration and Naturalization Service Citizenship Ceremony, Chicago, Illinois, July 4, 2006
- Published "Winning Peace, The Future of Warfare: Joint Interagency Task Force" School for Advance Warfighting, May 2004
- Co-author "JCAS in Afghanistan, Fixing the Tower of Babel," Marine Corps Gazette and the Field Artillery Journal, March 2003

Activities and Interests:

- Organized and led Habitat for Humanity grant proposal and volunteer work groups to support building homes in Hardin County Kentucky and Fayetteville, North Carolina
- Active participant in the Feed My Starving Children project
- Active participant in Operation Christmas Child
- Active participant in the American Red Cross initiative "Holiday Mail for Heroes"
- Lifelong fitness enthusiast. Regular participant in Tough Mudder, Metro Dash, Army 10-miler, and Marine Corps Marathon races.
- Proud father of an Eagle Scout
- High School All-American and Division I Intercollegiate athlete
- Sunday School volunteer teacher (grades 2-3)



Baker * Butler * Chicago Bulls * DRW * Gary Comer * Golder * Hansberry * ITW * Johnson
 Muchin * Noble * Noble Academy * Pritzker * Rauner * Rowe-Clark * UIC

AUGUST							DECEMBER							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	7	1	2	3	4	5	6	5	◇	◇	◇	◇	◇	4
3	4	5	6	7	8	9	8	9	10	11	★	13	12	13	14	15	16	17	18	
10	11	⊙	13	14	15	16	14	15	16	17	18	⊙	20	19	20	21	22	23	24	25
17	18	19	20	21	○	23	21	◇	◇	◇	◇	◇	27	26	27	28	29	30		
24	25	26	27	28	▲	30	28	◇	◇	□	□	◇								
31																				

SEPTEMBER							JANUARY							MAY							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
											□	◇	3								
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16	
21	22	23	24	25	26	27	18	□	20	21	22	⊙	24	17	18	19	20	21	22	23	
28	29	30					25	26	27	28	29	30	31	24	□	26	▲	28	29	30	
														31							

OCTOBER							FEBRUARY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4	1	2	3	4	5	6	7		1	2	3	4	5	6
5	6	7	8	9	10	11	8	9	10	11	12	○	14	7	8	9	10	11	⊙	13
12	13	14	15	16	★	18	15	□	17	18	19	20	21	14	○	⊙	○	18	19	20
19	20	21	22	23	⊙	25	22	23	24	25	26	★	28	21	22	23	24	25	26	27
26	27	28	29	30	31									28	29	30				

NOVEMBER							MARCH							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1	1	2	▲	4	5	⊙	7				1	2	□	4
2	3	4	5	6	⊙	8	8	9	10	11	12	13	14	5	6	7	8	9	10	11
9	10	◇	12	13	14	15	15	16	17	18	19	20	21	12	13	14	15	16	17	18
16	17	18	19	20	21	22	22	23	24	25	26	27	28	19	20	21	22	23	24	26
23	24	25	○	□	□	29	29	30	31					26	27	28	29	30	31	
30																				

Notable Dates

First day for freshmen	August 18	President's Day	February 16
First day for grades 10-12	August 25	Post-ACT	March 3
Pre-EPAS	August 29	PARCC	March 9 - April 1, April 27 - May 22
Labor Day	September 1	Spring Break	April 6 - 10
Veteran's Day	November 11	Post-EPAS	May 27
Thanksgiving Break	November 27 - 28	Memorial Day	May 25
Winter Holiday	Dec 22 - Jan 2	Graduation	June 6 - June 7
MLK Day	January 19	Students' last day	June 11

**2014-2015
Academic Calendar**

Terms	Start	End	RCPU	Interim Assessmt
Q1	August 18	October 24	November 7	October 17
Q2 / Sem. 1	October 25	January 16	January 23	December 12
Q3	January 17	March 27	April 2	February 27
Q4 / Sem. 2	March 28	June 11	June 16	
Summer School	June 22	August 6		

KEY

- Holiday - no school for students, offices closed
- ◇ No school for students, offices open
- No school for students, campus staff development
- ⊙ Network-based staff development
- ⊗ Report card pick up
- ▲ Standardized testing
- ★ Interim assessments

NOTE: all white shapes designate no school for students

Noble Efforts Change Lives. Be Noble.

Appendix 2.3.d.2 – Sample Student and Teacher Schedules

Sample Student Schedules

Bell Schedule View

Advisory: Castaneda 9 43483382 BOP Advisor: Castaneda

	Monday 03/16/2016	Tuesday 03/17/2016	Wednesday 03/18/2016	Thursday 03/19/2016	Friday 03/20/2016
	Advisory 8 Castaneda, Daniel 231 07:30 AM - 07:35 AM	Advisory 8 Castaneda, Daniel 231 07:30 AM - 07:35 AM	Advisory 8 Castaneda, Daniel 231 07:30 AM - 07:35 AM	Advisory 8 Castaneda, Daniel 231 07:30 AM - 07:35 AM	Advisory 8 Castaneda, Daniel 231 07:30 AM - 07:35 AM
08:00 AM	Biology Geng, Sherri 239 07:40 AM - 08:45 AM	Biology Geng, Sherri 239 07:40 AM - 08:45 AM	Biology Geng, Sherri 239 07:40 AM - 08:45 AM	Biology Geng, Sherri 239 07:40 AM - 08:45 AM	Biology Geng, Sherri 239 07:40 AM - 08:25 AM
08:50 AM	English 1 Johnson, Kevin 123 08:50 AM - 09:55 AM	English 1 Johnson, Kevin 123 08:50 AM - 09:55 AM	English 1 Johnson, Kevin 123 08:50 AM - 09:55 AM	English 1 Johnson, Kevin 123 08:50 AM - 09:55 AM	English 1 Johnson, Kevin 123 08:30 AM - 09:15 AM
10:00 AM	Literary Analysis 1 Healy, Sean 139 10:00 AM - 11:05 AM	Civics Waychunas, William 138 10:00 AM - 11:05 AM	Literary Analysis 1 Healy, Sean 139 10:00 AM - 11:05 AM	Civics Waychunas, William 138 10:00 AM - 11:05 AM	Literary Analysis 1 Healy, Sean 139 09:20 AM - 10:05 AM
11:00 AM					Physical Education Gibson, Tom 237 10:10 AM - 10:55 AM
	Math Mastery Reyes, Eric 237 11:40 AM - 12:05 PM	Reading Mastery Gaj, Vincent 140 11:40 AM - 12:05 PM	Math Mastery Reyes, Eric 237 11:40 AM - 12:05 PM	Reading Mastery Gaj, Vincent 140 11:40 AM - 12:05 PM	Algebra 1 Royston, LeJoi 137 11:30 AM - 12:15 PM
12:00 PM					Math Mastery Reyes, Eric 237 11:50 AM - 12:15 PM
	Physical Education Gibson, Tom 237 12:10 PM - 01:15 PM	Chorus Edwards, Jacques 240 12:10 PM - 01:15 PM	Physical Education Gibson, Tom 237 12:10 PM - 01:15 PM	Chorus Edwards, Jacques 240 12:10 PM - 01:15 PM	Algebra 1 Royston, LeJoi 137 11:30 AM - 12:15 PM
01:00 PM					Advisory 8 Castaneda, Daniel 231 12:20 PM - 01:15 PM
	Algebra 1 Royston, LeJoi 137 01:20 PM - 02:25 PM	Algebra 1 Royston, LeJoi 137 01:20 PM - 02:25 PM	Algebra 1 Royston, LeJoi 137 01:20 PM - 02:25 PM	Algebra 1 Royston, LeJoi 137 01:20 PM - 02:25 PM	
02:00 PM					
	Advisory 8 Castaneda, Daniel 231 02:30 PM - 03:00 PM	Advisory 8 Castaneda, Daniel 231 02:30 PM - 03:00 PM	Advisory 8 Castaneda, Daniel 231 02:30 PM - 03:00 PM	Advisory 8 Castaneda, Daniel 231 02:30 PM - 03:00 PM	
03:00 PM					

Appendix 2.3.d.2 – Sample Student and Teacher Schedules

Bell Schedule View

11 41878754 PC Advisor: Ms. Amato

	Monday 03/16/2016	Tuesday 03/17/2016	Wednesday 03/18/2016	Thursday 03/19/2016	Friday 03/20/2016
07:00 AM	Math Lab A German, Igor 07:00 AM - 08:00 AM	Math Lab A German, Igor 07:00 AM - 08:00 AM	Math Lab A German, Igor 07:00 AM - 08:00 AM	Math Lab A German, Igor 07:00 AM - 08:00 AM	Math Lab A German, Igor 07:00 AM - 08:00 AM
08:00 AM	American Literature A Stone, Rebecca 206 08:10 AM - 09:37 AM	Russian 1 A Neison, Lauren 300 08:10 AM - 09:37 AM	American Literature A Stone, Rebecca 206 08:10 AM - 09:37 AM	Russian 1 A Neison, Lauren 300 08:10 AM - 09:37 AM	American Literature A Stone, Rebecca 206 08:10 AM - 09:06 AM
09:00 AM					Biology A Corvino, Samantha 210 09:20 AM - 10:20 AM
10:00 AM	Biology A Corvino, Samantha 210 09:54 AM - 11:26 AM	U. S. History Schneider, Julie 208 09:54 AM - 11:26 AM	Biology A Corvino, Samantha 210 09:54 AM - 11:26 AM	U. S. History Schneider, Julie 208 09:54 AM - 11:26 AM	Pre-Calculus A Schrisshuhn, Richard 307 10:25 AM - 11:25 AM
11:00 AM					Debate Watkins, Jeff 104 11:30 AM - 12:30 PM
	Lunoh Johnson, Pam Cafeteria 11:31 AM - 12:01 PM	Lunoh Johnson, Pam Cafeteria 11:31 AM - 12:01 PM	Lunoh Johnson, Pam Cafeteria 11:31 AM - 12:01 PM	Lunoh Johnson, Pam Cafeteria 11:31 AM - 12:01 PM	
12:00 PM	Pre-Calculus A Schrisshuhn, Richard 307 12:06 PM - 01:38 PM	Pre-College Seminar Wenck, Shannon 310 12:06 PM - 12:49 PM	Pre-Calculus A Schrisshuhn, Richard 307 12:06 PM - 01:38 PM	Pre-College Seminar Wenck, Shannon 310 12:06 PM - 12:49 PM	Advisory 11 Amato, Nicole 304 12:35 PM - 01:30 PM
01:00 PM		Physioel Education 3 A Cross, Sarah Gym 12:54 PM - 01:38 PM		Physioel Education 3 A Cross, Sarah Gym 12:54 PM - 01:38 PM	Community Service A Westmore, Andrew 01:30 PM - 03:30 PM
02:00 PM	Debate Watkins, Jeff 104 01:43 PM - 03:15 PM	Composition 3 A German, Igor 305 01:43 PM - 03:15 PM	Debate Watkins, Jeff 104 01:43 PM - 03:15 PM	Composition 3 A German, Igor 305 01:43 PM - 03:15 PM	
03:00 PM	Advisory 11 Amato, Nicole 304 03:20 PM - 03:50 PM	Advisory 11 Amato, Nicole 304 03:20 PM - 03:50 PM	Advisory 11 Amato, Nicole 304 03:20 PM - 03:50 PM	Advisory 11 Amato, Nicole 304 03:20 PM - 03:50 PM	
04:00 PM					

Appendix 2.3.d.2 Sample School Calendar and Daily Schedule

Below are sample daily schedules from our Rauner College Prep and Chicago Bulls College Prep campuses. Campus leaders have autonomy around the specifics of these schedules, but they are all relatively similar. When combined with the sample student and teacher schedules, you can see how the day is partitioned. The Noble Network's current academic calendar is included as well; all proposed new campuses will follow the general network schedule for the year.

Rauner College Prep Bell Schedule

Monday through Thursday

9th grade			10th grade			11th grade			12th grade		
AMA	8:30	8:40	AMA	8:30	8:40	AMA	8:35	8:42	AMA	8:35	8:42
1	8:45		1	8:45	9:29	1	8:47		1	8:47	
2		10:16	2	9:32	10:16	2		10:18	2		10:18
3	10:21	11:05	3	10:21		3	10:23	11:28	3	10:23	11:05
4	11:08	11:52	4		11:52	4 (lunch)	11:32	11:52	4 (lunch)	11:08	11:28
5 (lunch)	11:57	12:22	5	11:57	12:25	5	11:55	12:22	5	11:32	12:22
6	12:25		6 (lunch)	12:29	12:49	6	12:27		6	12:27	1:11
7		1:56	7	12:53	1:56	7		1:58	7	1:14	1:58
8	2:01		8	2:01		8	2:03	2:47	8	2:03	
9		3:32	9		3:32	9	2:50	3:34	9		3:34
PMA	3:37	4:00	PMA	3:37	4:00	PMA	3:39	4:05	PMA	3:39	4:05

Friday

9th and 10th

AMA	8:00	8:10
1	8:15	9:10
2	9:15	10:10
3	10:15	11:10
4	11:15	12:10
PMA	12:15	1:00

11th and 12th

AMA	8:05	8:12
1	8:17	9:12
2	9:17	10:12
3	10:17	11:12
4	11:17	12:12
PMA	12:17	1:05

Chicago Bulls College Prep Weekly Bell Schedule

Monday through Thursday

Period	Time	min
AMA	7:30-7:36	6
A1 or B1	7:41-8:53	72
A2 or B2	8:58-10:10	72
A3 or B3	10:15-11:27	72
Lunch/Adv/Read	11:32-11:55	23
Lunch/Adv/Read	12:00-12:23	23
Lunch/Adv/Read	12:28-12:51	23
A4 or B4	12:56-2:08	72
A5 or B5	2:13-3:25	72
PMA	3:30-3:36	6
Office Hours Block	3:50 - 6:00	130.
Lasalle Block	3:50 - 4:45	55.

Friday

Period	Time	min
AMA	7:30-7:40	10
A1 or B1	7:45-8:30	45
A2 or B2	8:35-9:20	45
A3 or B3	9:25-10:10	45
A4 or B4	10:15-11:00	45
A5 or B5	11:05-11:50	45
PMA	11:55-12:55	60
Detention/LaSalle Dismissal	12:55-1:01	6
Dismissal	1:01-1:15	14



NOBLE

Baker * Butler * Chicago Bulls * DRW * Gary Comer * Golder * Hansberry * ITW * Johnson
Muchin * Noble * Noble Academy * Pritzker * Rauner * Rowe-Clark * UIC

AUGUST						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	⊙	13	14	15	16
17	18	19	20	21	⊙	23
24	25	26	27	28	▲	30
31						

DECEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	★	13
14	15	16	17	18	⊙	20
21	◇	◇	◇	◇	◇	27
28	◇	◇	□	□	□	

APRIL						
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Notable Dates

First day for freshmen August 18
 First day for grades 10-12 August 25
 Pre-EPAS August 29
 Labor Day September 1
 Veteran's Day November 11
 Thanksgiving Break November 27 - 28
 Winter Holiday Dec 22 - Jan 2
 MLK Day January 19

President's Day February 16
 Post-ACT March 3
 PARCC March 9 - April 1, April 27 - May 22
 Spring Break April 6 - 10
 Post-EPAS May 27
 Memorial Day May 25
 Graduation June 6 - June 7
 Students' last day June 11

2014-2015
Academic Calendar

Terms	Start	End
Q1	August 18	October 24
Q2 / Sem. 1	October 25	January 16
Q3	January 17	March 27
Q4 / Sem. 2	March 28	June 11
Summer School	June 22	August 6

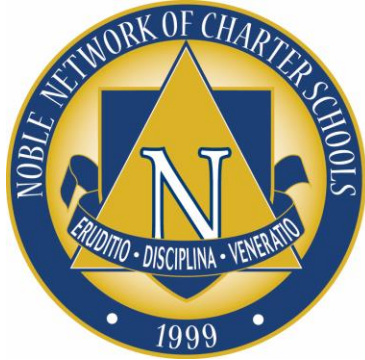
RCPU	Interim Assessmt
November 7	October 17
January 23	December 12
April 2	February 27
June 16	

KEY

- Holiday - no school for students, offices closed
- ◇ No school for students, offices open
- ⊙ No school for students, campus staff development
- ⊗ Network-based staff development
- ⊠ Report card pick up
- ▲ Standardized testing
- ★ Interim assessments

NOTE: all white shapes designate no school for students

Noble Efforts Change Lives. Be Noble.



NOBLE

2015-2016 Job Descriptions

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- [Teaching: Social Studies](#)
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- [Other: Noble-Relay Teaching Residency](#)

Leadership: Dean of College Counseling (or “Director of College Counseling”)

Be Noble. Work Toward College Graduation for Our Students at Noble.

Noble students are college-bound. Noble proudly has 100% college acceptance and over 90% college matriculation. As Noble continues to grow we become an increasingly significant source of college students for colleges and universities in Chicago, in Illinois, and across the country. This presents both challenges and opportunities. While Noble becomes more and more attractive to colleges across the country that are seeking well prepared and diverse students, we need to expand the list of great colleges our graduates attend in order to make sure high quality college opportunities exist for all of our students.

The Dean of College Counseling is responsible for leading the college team, consisting of collegiate seminar teachers, college counselors, and alumni coordinators. They lay the vision for the pathway for every Noble student to be accepted to and a graduate with a university degree. The Dean of College Counseling is also responsible for maintaining and building college relationships (admissions, financial aid, et cetera) and collaborate with school leadership to ensure alignment of overall vision.

Noble-Quality Non-Negotiables:

- A History of Personal Achievement
- Belief That All Students, Regardless of Background and Current Ability, Can Succeed In High School, College, and Life
- Belief In Noble’s Approach To High Expectations
- Results-Oriented

Noble-Quality Negotiable:

- New to Education/Career-Changer: Although the ideal candidate has classroom experience with evidence of results and experience managing others, we are always looking for great people who may be new to high school, new to teaching, or new to education who have a history of achievement (regardless of field) who want to join a high-performing team and work with us to close Chicago’s achievement gap.

Application Process:

- All candidates should apply through the direct job posting on TeacherMatch, you can access the job postings from: <http://www.noblenetwork.org/careers> – be sure to apply to all interested positions. With our selective process, the more jobs you apply for the greater your application is possibly seen by our hiring principals.
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Be Noble.

The Noble Network of Charter Schools Is An Equal Opportunity Employer

Leadership: Dean of Discipline

Be Noble. Be Noble. Establish a Culture to Lead Our Students to Success at Noble.

Noble believes in establishing and reinforcing an environment conducive to learning and optimizing the time our students have for academic and personal growth. Noble students arrive having a multitude of prior learning and home experiences. This presents both challenges and opportunities. While Noble has an established code of conduct from which all disciplinary actions stem, a person assuming the role of Dean of Discipline should be consistent in implementation of the code of conduct, while remaining creative in generating programs and processes that are tailored to the student population and the school community in which they serve.

The Dean of Discipline is responsible for leading a team of disciplinarians responsible for multiple tasks as related to maintaining student culture; they lay the vision for the pathway toward student development of behavioral and social norms that will lead to success in Noble and beyond. The Dean of Discipline is also responsible for maintaining and building relationships with students deemed most “at-risk” and their families, along with the development of community partnerships that may provide alternative strategies for student growth and development. The Dean of Discipline will communicate and collaborate with school leadership to ensure alignment of overall vision. Experience working with students in educational environments is not required, but is preferred.

Noble-Quality Non-Negotiables:

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Be Noble.

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Leadership: Dean of Instruction

Be Noble. Coach Instructors to Professional Success at Noble.

Noble believes in the development of its teachers; the best way to achieve student success is to coach and develop those directly responsible for their education. Noble teachers have the unwavering belief that all students can be successful, and our instructional coaches must have the same growth mindset for the adults in our learning environments as well. This presents both challenges and opportunities. While Noble has an established reputation for instructional autonomy, the pedagogical supports and practices are vastly dynamic, requiring a person in the role of Dean of Instruction to remain abreast of the school's culture of learning and practices therein, while remaining knowledgeable of and vigilant in the development of new educational practices. The person best suited for this role should have a clear history of creating significant academic gains inside of the classroom as well as having assumed a prior role of department or grade level leadership.

The Dean of Instruction is responsible for leading the development of the instructional staff. They lay the vision for the pathway of student academic gains. This may include, but is not limited to, direct teacher coaching, curriculum oversight, course auditing, standardized test coordination, organizing onsite professional development, and researching off-campus development opportunities. The Dean of Instruction is also responsible for maintaining and building enduring relationships with staff members, managing content department chairs, and content specific department planning. The Dean of Instruction will communicate and collaborate with school leadership to ensure alignment of overall vision.

Noble-Quality Non-Negotiables:

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Be Noble.

The Noble Network of Charter Schools Is An Equal Opportunity Employer

Leadership: Dean of Operations

Be Noble. Manage the Systems that Keep Us at Our Best at Noble.

Noble believes in high efficiency and effectiveness while maintaining warmth and compassion for the communities we serve. Noble students, staff members, families, and community members rely on an abundance of systems that require detailed oversight. These systems ensure that our students and staff have everything they require for success and families and community members are communicated with effectively. This role requires that the Dean focus primarily on operational and administrative matters. The Dean of Operations serves as a member of the Administrative Team, and creates/oversees school-wide systems to ensure that the school operates seamlessly, so that teachers can focus on teaching and students can focus on learning. The ideal candidate will possess a Bachelor's Degree plus 3-5 years relevant experience in a similar field (project management, operations) along with excellent relationship-building skills, strong written and verbal communication skills, and the ability to support colleagues and provide/receive constructive feedback.

The Dean of Operations is responsible for overseeing all activities relating to school operations. This may include, but is not limited to, financial management and bookkeeping oversight; management of school-level HR activities; management of entry, integrity, and reporting of data; student enrollment oversight; and handling of all issues pertaining to management of the school facility. The Dean of Operations is also responsible for planning and implementing school culture-building initiatives. The Dean of Operations will communicate and collaborate with school leadership to ensure alignment of overall vision.

Noble-Quality Non-Negotiables:

- A History of Personal Achievement
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Be Noble.

The Noble Network of Charter Schools Is An Equal Opportunity Employer

Leadership: Dean of Students

Be Noble. Ensure a Well-Rounded Educational Experience for Our Students at Noble.

Noble believes in creating an experience that serves the whole child during their tenure at Noble to prepare them academically, socially, mentally, and emotionally for the college experience. Noble students must successfully complete 6 pillars of education in order to meet the necessary promotional and graduation requirements: **academics**, **community service**, discipline, **attendance**, **enrichment**, and fitness. These pillars and the successful promotional advancement of the students toward these pillars is a primary responsibility of the Dean of Students. The pillars in bold above are a directly facilitated by the Dean of Students. The Dean of Students serves as a member of the Administrative Team, and manages all pillar related pupil personnel services to ensure a proper educational experience and promotional opportunity for Noble's students.

The Dean of Students is responsible for overseeing all activities relating to student experience. This may include, but is not limited to, recommending building policies and procedures related to promotional pillars; supervision and maintenance of student records; management of student programming and services; student and teacher course/schedule creation; serve as the primary liaison for community outreach and partnering programs; management of daily calendar, schedule, space and resource assignments (before, during and after school); and works with "off-track" students, parents/guardians, and teachers to improve trajectory toward promotion. The Dean of Students will communicate and collaborate with school leadership to ensure alignment of overall vision.

Noble-Quality Non-Negotiables:

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Be Noble.

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Social Work/Social Services

Be Noble. Be a Social Worker at Noble.

Noble believes that all students have the right to an excellent education; our social workers are crucial in ensuring all of our diverse learners have success in academics and in life. Social workers provide support for our students and act as guides in their social, emotional, and mental health. Noble social workers identify those students who need extra support, advocate and develop improvement plans, research and refer students to community resources, and work with/liaise with the students' teacher, administration, and family.

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Be Noble.

The Noble Network of Charter Schools Is An Equal Opportunity Employer

Support: Network (Human Resources Generalist)

Be Noble. Join Noble's Support Team.

As Noble continues to grow in size and impact, we are always looking for "Noble-Quality" people to join our team and mission. Noble's seeks a detail-oriented self-starter with problem-solving skills and a team attitude to join our People Team as a Human Resources (HR) Generalist. The person in this role will report to the People Team Director and will serve as the direct HR representative providing strategic generalist support and service to a subset of 4-6 assigned campuses. As a member of a rapidly expanding organization, this position promises to be fast-paced and full of opportunity to implement new and impactful initiatives.

Primary Duties & Responsibilities:

- Serve as the primary contact providing comprehensive HR support for your assigned campuses
- Build and maintain partnerships with campus leadership and tailor support to meet specific campus needs
- Lead employee relations efforts by acting as first point of contact for employees relations issues and as a resource for policy interpretation, current law, and organizational practices
- Identify, recommend, and implement process improvements to streamline and simplify HR processes and to integrate best practices
- Aid in the development of department goals, objectives, and systems
- Create, and facilitate appropriate training via webinar and in person presentations
- Advise campus leadership on state and federal laws, performance managements/discipline and assist with investigations
- Support HR management with additional projects as needed

"Noble Quality" Non-Negotiable(s):

- Communication with Stakeholders: Gears communications towards the target audience and is able to influence stakeholders in the interest of meeting organizational goals and values while minimizing liability. Communicates at a high level in both written and verbal form and employs negotiation and buy-in skills as needed.
- Data Analysis: Ability to build and create data, analyze statistics, identify trends and make balanced, objective recommendations taking into consideration varying scenarios and outcomes.
- Technical HR Acumen: Knowledgeable about state and federal labor, employment, and insurance law, especially PPACA; charter and education law a plus. Has a strong regard for confidentiality and employs sound reasoning to make quick determinations.
- Organization and Project Management: Keeps track of upcoming, ongoing, and past work product. Quickly adjusts to shifting priorities and deadlines and can juggle multiple and varied projects simultaneously.
- Attention to Detail: Thinks critically about the details of a task at hand. Has an uncommon ability to catch errors at a glance.

Desired Skills & Experience

Candidates for this position must have a bachelor's degree and a minimum of 3 years of direct or indirect experience in the Human Resources field. 10% local travel is required for quarterly HR visits.

Application Process:

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Be Noble.

The Noble Network of Charter Schools Is An Equal Opportunity Employer

Support: School-Based – Administrative Assistant

Be Noble. Be an Administrative Assistant at Noble.

Administrative assistants are the cornerstones of the work we do at Noble, they're responsible for ensuring that the front office runs smoothly: working with staff members, administration, parents, and students.

Noble-Quality Non-Negotiables:

- A History of Personal Achievement
- Belief That All Students, Regardless of Background and Current Ability, Can Succeed In High School, College, and Life
- Belief In Noble's Approach To High Expectations
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Be Noble.

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Support: School-Based (Building Engineer)

Be Noble. Be a Building Engineer at Noble.

The Building Engineer must be an enthusiastic partner in maintaining the optimal learning environment for Noble students. The focus of all Noble staff is to create and maintain an environment that encourages and enhances the education experience for every student. We take the safety and well-being of our occupants seriously and strive to provide suitable environments for all members of the Noble community.

Under the supervision of the school principal and his or her designated representative and in cooperation with the Noble Network Facilities Management and Planning Department, the Building Engineer is responsible for the daily facility operation and maintenance of all aspects of a rapidly expanding high school. This includes high-level maintenance and repair of mechanical, electrical, and plumbing systems, use of associated machinery and controls, and interaction with third-party contractors and vendors.

The Engineer will also be expected to perform daily custodial tasks throughout the building. As the sole school employee dedicated to facilities management, the Building Engineer must take enormous pride in the physical condition, usability, and appearance of the entire property.

Finally, the Building Engineer will occasionally be responsible for responding to facilities issues that occur outside of normal business hours and also for staffing occasional weekend and evening projects. A reasonable amount of flexibility to accommodate this need is an essential part of this position.

Responsibilities

- Deliver “Straight-A” courteous, professional, and skillful facility support with no exceptions or excuses
- Be self-directed and identify building challenges before being told to do so
- Maintain, troubleshoot, manage, repair, and supervise all building infrastructure, including:
 - Mechanical Systems
 - Electrical Systems
 - Plumbing/Piping
 - Boilers
 - Refrigeration
 - Emergency Backup Systems
 - Heating, Ventilation, and Air Conditioning
 - Fire Safety Controls and Systems
 - Motors and Generators
- Develop and execute proactive preventative maintenance on crucial building systems.
- Be able to read and understand drawings, line diagrams, sketches, O&M manuals, instructions, and specifications
- Install and repair valves, filters, seals, piping, and other forms of general maintenance as required.
- Analyze the operation of various building systems, assess equipment faults when necessary, and develop appropriate courses of action to remedy every issue
- Provide familiarity and capability with general carpentry skills when required
- Assist kitchen staff with the maintenance and repair of equipment necessary to provide healthy, consistent food for staff and students
- Provide input and critical thinking to a long-term capital improvement plan for the building, as managed by the Network Facilities Department
- Provide trusted counsel to school administrators in preparing facilities for extra-curricular or non-standard use by staff and students
- Respond with enthusiasm to all building issues, large and small, and demonstrate respect for the needs of all school staff and students
- Perform general custodial tasks as part of a daily routine
- Maintain accurate count, supply, and requisitions of custodial and cleaning supplies
- Put Safety first and use proper protective equipment at all times
- Maintain a professional appearance, demeanor, and work ethic

- Possess the ability to lift, carry, and maneuver heavy equipment willingly and often
- Report and communicate efficiently with administrators, supervisors, and Noble Network staff via phone and email

Experience/Education

Noble staff has a singular goal: to provide our teachers and students with optimal learning conditions each and every day. No exceptions and no excuses.

To join this exclusive team, you must have:

- A high school diploma or GED
- 5-7 continuous years of engineering or recent military experience
- City of Chicago Stationary Engineer license
- CFC Universal license
- High quality communication skills (written and verbal)
- Positive attitude and be willing to learn
- The ability to multi-task, rearrange priorities, and maintain focus in a fast-paced environment
- The belief that process is important but people are more important

Compensation

Noble provides competitive salaries depending on candidate qualifications. We also provide health, dental, life and disability insurance, 401k contributions or access to the Chicago Teachers Pension Fund, paid time off, and access to an on-site fitness facility.

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Be Noble.

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Support: School Based (Disciplinarian)

Be Noble. Be a Disciplinarian at Noble.

Disciplinarians at Noble work within a team as managed by the Dean of Discipline to support our classroom instructors and maintain the behavioral and social expectations in the learning environment. They work with the discipline team to ensure that all students are working toward their behavioral goals.

Noble-Quality Non-Negotiables:

- A History of Personal Achievement
- Belief That All Students, Regardless of Background and Current Ability, Can Succeed In High School, College, and Life
- Belief In Noble's Approach To High Expectations
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Support: School Based (Facilities Specialist)

The Facilities Specialist's job function is to maintain the facility and grounds of the school in an attractive, sanitary and safe condition for students, staff, and visitors. The Facilities Specialist will also provide equipment and furniture arrangements for meetings, classroom activities, and special functions. Responsible for minimizing property damage, loss and liability exposure.

The Facilities Specialist is also responsible for the proper maintenance and operation of the school's copiers and printers. In addition, the Facilities Specialist is responsible for the inventory and distribution of, classroom AV equipment, laptop computers, projectors, and sound equipment.

Essential Duties:

- Maintains and assures the proper operation of the buildings AV equipment, sound systems, copiers and printers. Makes repairs to facilities structures, fixtures and equipment as assigned.
- Maintains and assures the inventory of all the school's classroom equipment including but not limited to desktops and laptop computers and carts are current.
- Arranges furnishings and equipment for the purpose of providing adequate preparations for meetings, classroom activities and events.
- Removes graffiti from all surfaces inside and outside the school and around the school grounds.
- Makes daily rounds inside the school to assure all copiers and printers are operating properly for the use of staff. Also the Facilities Specialist maintains inventory of copy paper as needed.
- Performs snow and ice removal, all around the school, shoveling, using snow blowers and spreading de-icing materials as needed.
- Removes all food garbage from the cafeteria after each student's meal periods, remove all food garbage to waste receptacles outside, replace liners and maintain garbage cans and gondolas in a clean, odor free condition.
- Prepares facility for daily operations as may be needed (e.g. opening gates, unlocking doors, sweeping/mopping, removing snow, salting entrances and sidewalks etc.,)
- Responds to and reports immediate safety and or operational concerns (e.g. light bulbs out, facility damages, injured or ill students, unauthorized personnel, alarms etc.)
- Secures facility and grounds as needed, (e.g. lock doors, turn out lights, unplug electrical equipment as assigned, etc.) to minimize property damage, equipment loss, and potential liability to the school.

Hours: Regular hours per shift 8.5

Start time: 6:00 am.

End time: 2:30 pm.

Questions? E-mail: careers@noblenetwork.org

Be Noble.

The Noble Network of Charter Schools Is An Equal Opportunity Employer

Support: School-Based (Paraprofessional)

Be Noble. Be a Paraprofessional at Noble.

Paraprofessionals at Noble complement our classroom instructors with targeted teaching and support. They work with the academics team to ensure that all students are working toward their academic goals.

Noble-Quality Non-Negotiables:

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College: Alumni Coordinator

Be Noble. Be an Alumni Coordinator at Noble.

The alumni coordinator builds relationships with graduates to support their pursuit of higher education. Efforts are generally focused on academic, social, emotional, and financial success to reduce student attrition. The use of discretion and independent judgment helps drive college persistence. These efforts manifest themselves through data management, regular communication with alumni, visits to college campuses, and alumni events.

Duties and Responsibilities:

Academic Advising

- Assist with transferring/Re-Enrollment Process
- Course Review/Registration
- Develop Individual Long-Term Graduation Plan
- Monitor Academic Success (GPA, credit completion)
- Refer alumni to academic support services

Financial Advising

- Assist alumni and parents with financial aid adjustments and corrections
- Provide annual FAFSA renewal workshop
- Provide counseling around scholarships and other award letters
- Troubleshoot financial pitfalls
- Manage Network or Campus Scholarships
- Counsel through verification process

Emotional/Social Support

- Visit students on college campuses
- Arrange meetings/conferences with key people/support systems on campus
- Work with colleges and universities to connect alumni with resources on their college campuses
- Support the Collegiate Seminar class as needed
- Support in college applications

- Build relationships with seniors
- Help the college team with seniors and create a curriculum for the senior college transition
- Collaborate with instructors on high school campus to integrate Noble College Completion Standards

Alumni Connect

- Frequent outreach to connect with/communicate with alumni via Facebook, phone calls/texts, in-person encounters, email, other social media, etc.
- Log communications with alumni
- Update Network-wide tracking of student enrollment, graduation, persistence
- Communicate status of alumni persistence and goals met to school
- Create and gather information from surveys
- Collect documents such as transcripts, schedules, and grades from alumni via the Facebook App
- Read over resumes, cover letters for internship/job placement
- Share job and scholarship opportunities with alumni

Data Management

- Track College Status/Enrollment
- Use compiled data to inform changes/updates to high school curriculum
- Collect Bills, Grades, FAFSA Completions, Schedules to monitor college success
- Manage Alumni Coordinator budget

- Devise and analyze Alumni surveys regarding persistence as it relates to financial, social, or academic concerns
- Log alumni contacts, persistence, transfer reasons, FAFSA completion, majors, grades, alumni case studies, etc.
- Handle all student documentation requests for alumni, including transcripts, immunization records, ACT scores

Noble-Quality Non-Negotiables:

- A History of Personal Achievement
- Belief That All Students, Regardless of Background and Current Ability, Can Succeed In High School, College, and Life
- Belief In Noble's Approach To High Expectations
- Results-Oriented

Noble-Quality Negotiable:

- New to Education/Career-Changer: Although the ideal teaching candidate has classroom experience with evidence of results, we are always looking for great people who may be new to high school, new to teaching, or new to education who have a history of achievement (regardless of field) who want to join a high-performing team and work with us to close Chicago's achievement gap.

Application Process:

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- After you apply you will be contacted by a member of Team Talent who will advise you on your next step(s).

Questions? E-mail: careers@noblenetwork.org

Be Noble.

The Noble Network of Charter Schools Is An Equal Opportunity Employer

Teaching: College Counselor

Be Noble. Work Toward College Graduation for Our Students at Noble.

Noble students are college-bound. Noble proudly has 100% college acceptance and over 90% college matriculation. As Noble continues to grow we become an increasingly significant source of college students for colleges and universities in Chicago, in Illinois, and across the country. This presents both challenges and opportunities. While Noble becomes more and more attractive to colleges across the country that are seeking well prepared and diverse students, we need to expand the list of great colleges our graduates attend in order to make sure high quality college opportunities exist for all of our students.

The college counselor works with the college team, under the Dean of College Counseling, to ensure that all students research, apply, and are accepted to “best fit” colleges with a responsible amount of student debt. The college counselor is responsible for building relationships with students and families through the college research, application, and matriculation process.

The ideal candidate will:

- Have an unwavering belief that all students can succeed in college
- Have an understanding of the college application and financial aid processes, with previous experience in admissions, financial aid, or counseling
- Be a self-starter with ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Have outstanding organizational and critical thinking skills
- Be able to work collaboratively with teachers, staff and college admissions officers
- Have exceptional interpersonal, verbal and written communication skills

Noble-Quality Non-Negotiables:

- A History of Personal Achievement
- Belief That All Students, Regardless of Background and Current Ability, Can Succeed In High School, College, and Life
- Belief In Noble's Approach To High Expectations
- Results-Oriented

Noble-Quality Negotiable:

- New to Education/Career-Changer: Although the ideal candidate has experience in college access/support, we are always looking for great people who may be new to high school, new to counseling, or new to education who have a history of achievement (regardless of field) who want to join a high-performing team and work with us to close Chicago's achievement gap.

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Be Noble.

The Noble Network of Charter Schools Is An Equal Opportunity Employer

Teaching: College Counselor/Seminar Teacher

Be Noble. Work Toward College Graduation for Our Students at Noble.

Noble students are college-bound. Noble proudly has 100% college acceptance and over 90% college matriculation. As Noble continues to grow we become an increasingly significant source of college students for colleges and universities in Chicago, in Illinois, and across the country. This presents both challenges and opportunities. While Noble becomes more and more attractive to colleges across the country that are seeking well prepared and diverse students, we need to expand the list of great colleges our graduates attend in order to make sure high quality college opportunities exist for all of our students.

The college counselor/semnar teacher is responsible for teaching the full-time collegiate seminar course and will counsel students through the college matriculation process. The college counselor/semnar teacher is responsible for building and improving upon the current curriculum aimed at supporting scholars and their families through the college research, application, and matriculation process.

The college counselor/semnar teacher needs to have skills in *both* counseling and classroom teaching. The ideal candidate will:

- Be an accomplished classroom teacher with proven results helping low-income students achieve significant academic gains
- Have an understanding of the college application and financial aid processes
- Have outstanding organizational and critical thinking skills

Noble-Quality Non-Negotiables:

- A History of Personal Achievement
- Belief That All Students, Regardless of Background and Current Ability, Can Succeed In High School, College, and Life
- Belief In Noble's Approach To High Expectations
- Results-Oriented

Noble-Quality Negotiable:

- New to Education/Career-Changer: Although the ideal candidate has classroom experience with evidence of results, we are always looking for great people who may be new to high school, new to teaching, or new to education who have a history of achievement (regardless of field) who want to join a high-performing team and work with us to close Chicago's achievement gap.

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Be Noble.

The Noble Network of Charter Schools Is An Equal Opportunity Employer

Teaching: Electives/Other

Be Noble. Teach a _____ at Noble.

As Noble continues to grow in size and impact, we are always looking for “Noble-Quality” people to join our team and mission.

Noble-Quality Non-Negotiables:

- A History of Personal Achievement
- Belief That All Students, Regardless of Background and Current Ability, Can Succeed In High School, College, and Life
- Belief In Noble’s Approach To High Expectations
- Results-Oriented

Noble-Quality Negotiable:

- New to Education/Career-Changer: Although the ideal teaching candidate has classroom experience with evidence of results, we are always looking for great people who may be new to high school, new to teaching, or new to education who have a history of achievement (regardless of field) who want to join a high-performing team and work with us to close Chicago’s achievement gap.

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Teaching: English Language Arts

Be Noble. Teach English Language Arts at Noble.

Noble believes that it must provide an academic foundation that will prepare its students for future success in all endeavors. We're looking for passionate English Language teachers who will open the world of language and literature to our students. Are you a teacher who is constantly self-reflecting and improving professionally by focusing on data-driven instruction and who views teaching as a collaborative task within a team? Be Noble and teach English language arts at Noble.

Noble-Quality Non-Negotiables:

- A History of Personal Achievement
- Belief That All Students, Regardless of Background and Current Ability, Can Succeed In High School, College, and Life
- Belief In Noble's Approach To High Expectations
- Results-Oriented

Noble-Quality Negotiable:

- New to Teaching/Career-Changer: Although the ideal teaching candidate has classroom experience with evidence of results, we are always looking for great people who may be new to high school, new to teaching, or new to education who have a history of achievement (regardless of field) who want to join a high-performing team and work with us to close Chicago's achievement gap.

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Be Noble.

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Teaching: Foreign Languages

Be Noble. Teach a Foreign Language at Noble.

As Noble grows in size and impact, we're looking for excellent foreign language teachers to provide the linguistic and cultural insight into the learning of a language. Noble is unique in that we offer a wide-array of foreign languages for our students: French, Mandarin, Russian, Spanish are commonly taught. As a foreign language teacher at Noble, you can have a profound impact; many of our students go on to study these languages at university.

Noble-Quality Non-Negotiables:

- A History of Personal Achievement
- Belief That All Students, Regardless of Background and Current Ability, Can Succeed In High School, College, and Life
- Belief In Noble's Approach To High Expectations
- Results-Oriented

Noble-Quality Negotiable:

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Be Noble.

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Teaching: Math

Be Noble. Teach Math at Noble.

Noble believes that it must provide an academic foundation that will prepare its students for future success in all endeavors. We're looking for passionate math teachers who will open the world of mathematics to our students. Are you a teacher who is constantly self-reflecting and improving professionally by focusing on data-driven instruction and who views teaching as a collaborative task within a team? Be Noble and teach math at Noble.

Noble-Quality Non-Negotiables:

- A History of Personal Achievement
- Belief That All Students, Regardless of Background and Current Ability, Can Succeed In High School, College, and Life
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Be Noble.

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Teaching: PE/Fitness

Be Noble. Teach Physical Education/Fitness Leadership at Noble.

Noble is building the best high school physical education and fitness leadership program in the nation. We are looking for dynamic leaders with college athletics playing and/or college coaching experience, leaders who also have a background and passion for fitness and wellness. Noble physical education teachers/fitness leaders are individuals who want to be a part of a unique health, fitness and athletic mission in Chicago. Our physical education teachers/fitness leaders almost always have the opportunity to explore head or assistant sport coaching opportunities or athletic administration roles within their specific campus. Applicants may have limited teaching experience, but should understand how to put together a fitness program for our students.

Noble-Quality Non-Negotiables:

- A History of Personal Achievement
- Belief That All Students, Regardless of Background and Current Ability, Can Succeed In High School, College, and Life
- Belief In Noble's Approach To High Expectations
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Teaching: Science

Be Noble. Teach Science at Noble.

Noble believes that it must provide an academic foundation that will prepare its students for future success in all endeavors. We're looking for passionate science teachers who will open the world of science to our students. Are you a teacher who is constantly self-reflecting and improving professionally by focusing on data-driven instruction and who views teaching as a collaborative task within a team? Be Noble and teach science at Noble.

Noble-Quality Non-Negotiables:

- A History of Personal Achievement
- Belief That All Students, Regardless of Background and Current Ability, Can Succeed In High School, College, and Life
- Belief In Noble's Approach To High Expectations
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Teaching: Social Studies

Be Noble. Teach Social Studies at Noble.

Noble believes that it must provide an academic foundation that will prepare its students for future success in all endeavors. We're looking for passionate social studies teachers who will open the world of social studies to our students. Are you a teacher who is constantly self-reflecting and improving professionally by focusing on data-driven instruction and who views teaching as a collaborative task within a team? Be Noble and teach social studies at Noble.

Noble-Quality Non-Negotiables:

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Questions? E-mail: careers@noblenetwork.org

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The Noble Network of Charter Schools Is An Equal Opportunity Employer

Teaching: Special Education

Be Noble. Teach Special Education at Noble.

Noble believes that all students have the right to an excellent education; our learning specialists are crucial in ensuring all of our diverse learners have success in academics and in life. Learning specialists analyze data, create and implement behavior management programs, communicate with parents/guardians, collaborate with other teachers, and develop IEP goals and objectives that address students of all ability levels. Additionally, Noble learning specialists deliver curriculum that ensures the growth of our diverse learners with rigor that prepares them for post-secondary success. Noble proudly has 86% of our special education students admitted to a four-year university. Join a special education team that is preparing the next generation of future leaders.

Special education teachers at Noble are required to have their Illinois Special Education License (LBS1) – please apply if you're special education-certified in a different state and/or have a definitive timeline for your certification in Illinois.

Noble-Quality Non-Negotiables:

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Noble-Quality Negotiable:

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Questions? E-mail: careers@noblenetwork.org

Be Noble.

The Noble Network of Charter Schools Is An Equal Opportunity Employer

Noble-Relay Teaching Residency-- A Pathway to a Noble Profession

The Noble--- Relay Teaching Residency, run in partnership between the Noble Network of Charter Schools and Relay Graduate School of Education*, offers Noble alumni a unique opportunity to become Noble teachers through a prestigious fellowship and graduate school program. As a Resident, you'll be hired to work full--- time at Noble and you'll spend four days a week supporting a veteran Noble teacher and gradually taking on teaching responsibilities as your skills develop. Throughout the program, you'll spend one afternoon a week receiving training and learning how to teach through Relay's unique Master's degree program.

Successful graduates of the Noble--- Relay Teaching Residency will transition into full--- time teaching positions at Noble after their year of residency and they'll be one year away from receiving a Master's degree from Relay*.

What Will I Do?

Residents job descriptions are determined by their school sites with recommendations from Relay GSE to help support their development as educators. A day in the life of a resident may include any of the following:

- Tutor and support individual students
- Instruct small groups of students
- Provide academic and behavior support in and out of the classroom
- Serve in a variety of support roles around the school
- Teach night school classes in the spring semester
- Monitor study halls or substitute teach
- Support a student with special needs
- Lead teach for one or two class periods per day
- Practice concrete teaching techniques
- Take graduate school classes

What Will I Receive?

- A full-time job (and for many right after graduation)
- A modest living stipend and benefits during the residency year
- Subsidized graduate school tuition to Relay
- A structured, gradual, and promising path to a teaching job at one of the nation's highest performing network of schools
- The opportunity to give back to Noble

Qualifications:

- Alum of a Noble campus or current member of Noble staff
- Non-alums/staff members interested should email James Troupis, Noble's Chief Talent Officer, for an exemption: jtroupis@noblenetwork.org
- Bachelor's degree or expected Bachelor's degree by June 2015

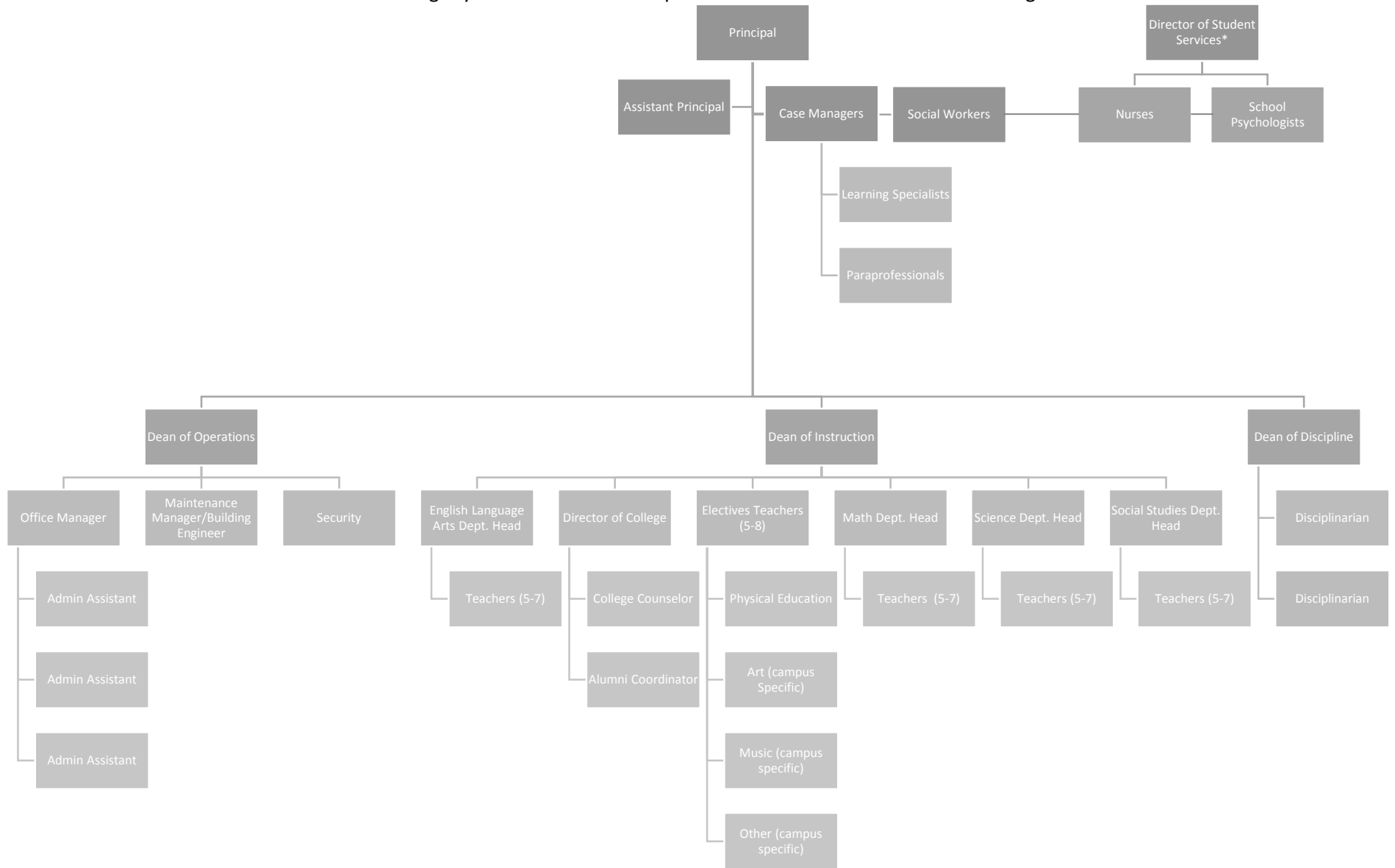
Questions? E-mail: careers@noblenetwork.org

Be Noble.

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Appendix 2.4.a.1 – School Organization Chart

The following model is an example of the staffing structure of a Noble campus, when fully enrolled. However, Noble principals have autonomy over the structure of their staff and this model looks slightly different at each campus because there is no mandated staffing structure.



*The Director of Student Service oversees nurses, school psychologists and other related service providers given to us by CPS, which may include occupational and physical therapists and speech pathologists. However, these roles work in parallel with case managers and their reports at each campus. The case managers and social workers at our campus are typically under the oversight of the Principal or an Assistant Principal; these positions work in tandem to support the needs of our students. Our Special Education teachers and paraprofessionals report up to the case managers.

Appendix 2.4.1.a – Resumes of Identified candidates

Noble's Talent Team begins working with identified new campus leaders in the fall prior to the opening of their school to discuss staffing needs. Normally the first positions for new campuses are posted around December 1st of the year prior to enrollment. Given this timeline, Noble has not begun to post, recruit nor hire new staff for our proposed campuses with a fall 2016 opening. Once we receive approval for these campuses in fall 2015, we will begin strategy and hiring alongside the campus leader.

Appendix 2.4.a.1 – Staffing model

Please see the chart below for an example of the staffing plan over five years of a new Noble school. These numbers are ultimately dependent on the size of student body and influenced by the capacity of the facility in which the school operates. The biggest change year over year is the addition of a new full grade of teachers and the leadership (Deans) and operations staff to manage the growing staff and school population respectively.

Year	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1	1
Assistant Principal(s)	0	0	1	1	1	1
Dean(s)	1	2	2	4	5	5
Classroom Teachers (Core Subjects)	0	10	20	30	40	42
Classroom Teachers (Electives)	0	3	5	7	9	10
Student Support Position 1 -Social Worker	0	1	1	1	1	1
Student Support Position 2 -Paraprofessional	0	1	2	3	4	4
Student Support Position 3 –Alumni Coordinator	0	0	0	0	1	1
Teacher Aides and Assistants (Learning Specialists)	0	1	2	3	4	4
School Operations Support Staff	1	3	4	5	7	7
Total FTEs	3	22	38	55	73	76

The following types of positions are included within each line item:

- Assistant Principals may include multiple people in this role whose focus is broken out by grade or other means.
- Deans include a Dean of Students, Dean of Instruction, Dean of Operations, Dean of Discipline and Dean of College. Campuses may have any combination of these positions.
- Classroom Teachers for core subjects include English language arts, foreign language, math, reading science, social studies and special education.
- Electives include physical education teachers, college counselors, art, music, choir, dance, theatre, ROTC instructors and any combination of these position as determined by the offerings of the campus.
- School Operations Support Staff include office managers, administrative assistants, security, disciplinarians, and janitorial staff.



Noble Health and Fitness Standards 2014-15SY

Health Standards

Category / Bucket	Foundational Knowledge	Foundational Knowledge	Life and College Application	Life and College Application
Grade Level Theme	9 th Personal Awareness	10 th Identification, Elaboration and Promotion	11 th Prioritization and External Application	12 th Diagnose and Plan
I. Wellness	9.1 Define and explain important wellness terminology and basic facts related to abstinence, healthy relationships, drugs, tobacco, alcohol, stress, and sleep.	10.1 Understand risk factors associated with stress, sleep, drugs, alcohol, tobacco, sex, and caffeine.	11.1 Analyze a scenario and determine appropriate actions using knowledge of personal health and wellness. 11.2 Assess injuries or physical conditions and determine proper action steps for first aid treatment.	12.1) Analyze and apply knowledge to personal health and wellness situations in unstructured environments (such as college) 12.2 Assess injuries or physical conditions and determine proper action steps for first aid treatment.
II. Functional Movement and Physical Skill	9.1 Identify and describe the ten general physical skills. 9.2 Perform and articulate the points of performance of the push-up, curl-up, air squat, and deadlift. 9.3 Explain the rationale behind functional movement(s) (both in general and specific movements)	10.1 Identify faults of the push-up, curl-up, air squat, and deadlift and how they relate to functional movement.. 10.2 Explain and provide corrections for the faults of the push-up, curl-up, air squat, and deadlift.	11.1 Perform and articulate the points of performance and faults of the shoulder press, push-press, squat series (air, front, back, overhead), clean. 11.2 Provide coaching cues to correct the faults of the squat, clean, deadlift, and press.	12.1 Compare and contrast the set up and execution of various functional movements. 12.2 Identify the points of performance and faults of the overhead squat. 12.3 Coach another athlete through the execution and correction of faults of the aforementioned functional movements.
III. Nutritional Application	9.1 Identify the benefits of various healthy and whole foods. 9.2 Identify risk factors associated with unhealthy eating (especially consuming too much sugar and processed foods or consuming too great a total volume of food).	10.1 Identify the benefits of various healthy and whole foods. 10.2 Identify risk factors associated with unhealthy eating (especially consuming too much sugar and processed foods or consuming too great a total volume of food).	11.1 Analyze nutritional data (food label) to determine moderate portions, excessive portions and proper dietary choices. 11.2 Analyze a scenario and determine appropriate actions using nutritional knowledge.	12.1 Analyze nutritional data (food label) to determine moderate portions, excessive portions and proper dietary choices. 12.2 Evaluate a scenario and create a plan to maintain a strong nutritional plan in an unstructured environment (such as college)
IV. Fitness Leadership and Culture	9.1 Apply the 7 habits of highly effective teens to health and fitness, specifically “think win-win”, “be proactive”, and “Courage Zone vs Comfort Zone” 9.2 Choose positive responses to fitness failure and fears	10.1 Apply the 7 habits of highly effective teens to health and fitness, specifically classroom “synergy” and “Courage vs Comfort Zone” 10.2 Analyze scenarios and determine actions that promote fitness culture throughout individual classes, grade level and school.	11.1 Determine positive action steps that lead classmates, friends and family toward establishing a fitness as a priority and lifestyle	12.1 Evaluate a scenario and create a plan to maintain a healthy lifestyle in an unstructured environment (such as college)

Fitness Standards

Noble Fitness Standards						
Test	9	10	11	12	Honors	Elite
Male Push-up	16	18	18	18	35	45
Male Curl-Up	24	24	24	24	47	57
Male 1 mile	9:15	8:45	8:30	8:30	7:00	6:00
Male PACER	51 <small>(level 6)</small>	61 <small>(level 7)</small>	61 <small>(level 7)</small>	61 <small>(level 7)</small>	94 <small>(level 10)</small>	118 <small>(level 12)</small>
Female Push-up	7	7	7	7	15	25
Female Curl-Up	18	18	18	18	35	45
Female 1 mile	10:45	10:15	10:00	10:00	8:00	7:00
Female PACER	32 <small>(level 3)</small>	32 <small>(level 4)</small>	41 <small>(level 5)</small>	41 <small>(level 5)</small>	61 <small>(level 7)</small>	83 <small>(level 9)</small>

Note: The "honors" category represents the FitnessGram maximum.

What does it mean to be NobleFit?

“NobleFit” is an educated lifestyle of mental, emotional and physical fitness consistently and intentionally practiced by a noble community of students, teachers, leaders and families. It’s a concept, a culture, a cause and a mission all in one. It requires a collection of students, teachers, leadership and families working in synergy to create a positive culture of fitness. To become NobleFit, a student must understand and apply the concepts of mental, emotional and physical fitness into wellness, physical movement, nutrition and leadership.

Mental, Emotional, Physical Fitness

Mental fitness is about creating a healthy mind. Noble is a training ground for great thinkers. We strive to be sharp and focused in all of our intellectual endeavors. A Noble mind is fresh, rested and ready to be engaged. It is also prepared to manage the rigor of a Noble classroom. A mentally fit student can analyze life scenarios and make swift and accurate decisions based on a foundational knowledge of health and fitness.

Emotional fitness is about creating a healthy soul. A healthy soul requires a great knowledge base in all areas of wellness and the impact of our environment. Emotional health occurs through our training of proactive and informed responses to all scenarios and adversity in our life. Together, the Noble community can and should bond together to create an atmosphere of positivity and camaraderie around emotional fitness.

Physical fitness is about creating a healthy body. Physical fitness requires and discipline and planning. It requires perseverance, determination and work ethic. Physical fitness can be accelerated if a balanced focus

on mental and emotional exists. A well person who has functional and cardiovascular fitness can realize an increased capacity in mental and emotional fitness.

Noble Efforts Change Lives. Be Noble.

NOBLE HEALTH AND FITNESS GUIDE

Volume I



BE NOBLE.



Noble Health and Fitness Guide | Volume I

I. Noble Fitness

- A. Mental, Emotional, Physical Fitness
- B. Four Categories of Noble Fitness
- C. General Grade Level Themes
- D. Standards

II. Wellness

- A. Sleep
- B. Stress
- C. Bullying & Teasing
- D. Drugs
(Alcohol, Tobacco & Other Drugs)
- E. Sexual Education
- F. First Aid
- G. Decision Making Skills

III. Functional Movement

- A. Functional Movement; 10 Physical Skills
- B. Squat Series
 - 1. Bodyweight (air) squat
 - 2. Front and back squat
 - 3. Overhead Squat
- C. Deadlift
- D. Press Series
 - 1. Shoulder (military, strict) press
 - 2. Push press
- E. Clean

IV. Nutritional Application

V. Fitness Leadership and Culture

- A. Make Others Better
- B. Fitness Leadership

C. The 7 Habits of Highly Fit Teens

1. Habit
2. Paradigms
3. The Personal Bank Account
4. Habit 1: Be Proactive
5. Habit 2: Begin with the End in Mind
6. Habit 3: Put First Things First
7. Habit 4: Think Win-Win
8. Habit 5: Seek First to Understand,
Then to Be Understood
9. Habit 6: Synergize
10. Habit 7: Sharpen the Saw



I. NOBLE HEALTH AND FITNESS

Noble Fitness is an educated lifestyle of mental, emotional and physical fitness consistently and intentionally practiced by a noble community of students, teachers, leaders and families. **It's a concept, a culture, a cause and a mission all in one.** It requires a collection of students, teachers, leadership and families working in synergy to create a positive culture of fitness. To become Noble Fit, a student must understand and apply the concepts of mental, emotional and physical fitness into wellness, physical movement, nutrition and leadership.

A. Mental, Emotional, Physical Fitness

Mental fitness is about creating a healthy mind. Noble is a training ground for great thinkers. We strive to be sharp and focused in all of our intellectual endeavors. A Noble mind is fresh, rested and ready to be engaged. It is also prepared to manage the rigor of a Noble classroom. A mentally fit student can analyze life scenarios and make swift and accurate decisions based on a foundational knowledge of health and fitness.

Emotional fitness is about creating a healthy soul. A healthy soul requires a great knowledge base in all areas of wellness and the impact of our environment. Emotional health occurs through our training of proactive and informed responses to all scenarios and adversity in our life. Together, the Noble community can and should bond together to create an atmosphere of positivity and camaraderie around emotional fitness.

Physical fitness is about creating a healthy body. Physical fitness requires discipline and planning. It requires perseverance, determination and work ethic. Physical fitness can be accelerated if a balanced focus on mental and emotional exists. A well person who is functionally and cardiovascularly fit can realize an increased capacity in mental and emotional fitness.

B. Four Categories of Noble Fitness

Noble Fitness empowers people to become knowledgeable and skilled in the following four categories:

Wellness

Functional Movement and Physical Skill

Nutritional Application

Fitness Leadership and Culture

C. General Grade Level Themes

In building mentally, emotionally and physically fit people, Noble Fitness will generally follow a gradual four step phase:

9th Grade: Personal awareness

10th Grade: Identification, elaboration and promotion

11th Grade: Prioritization and external application

12th Grade: Diagnosis and planning

D. STANDARDS

Theme	Foundational Knowledge	Foundational Knowledge	Life and College Application	Life and College Application
Grade Level Priority	9 th Personal Awareness	10 th Identification, Elaboration and Promotion	11 th Prioritization and External Application	12 th Diagnose and Plan
I. Wellness	<p>9.1 Define and explain important wellness terminology and basic facts related to abstinence, healthy relationships, drugs, tobacco, alcohol, stress, and sleep.</p>	<p>10.1 Understand risk factors associated with stress, sleep, drugs, alcohol, tobacco, sex, and caffeine.</p>	<p>11.1 Analyze a scenario and determine appropriate actions using knowledge of personal health and wellness.</p> <p>11.2 Assess injuries or physical conditions and determine proper action steps for first aid treatment.</p>	<p>12.1 Analyze and apply knowledge to personal health and wellness situations in unstructured environments (such as college)</p> <p>12.2 Assess injuries or physical conditions and determine proper action steps for first aid treatment.</p>
II. Functional Movement and Physical Skill	<p>9.1 Identify and describe the ten general physical skills.</p> <p>9.2 Perform and articulate the points of performance of the push-up, curl-up, air squat, and deadlift.</p> <p>9.3 Explain the rationale behind functional movement(s) (both in general and specific movements)</p>	<p>10.1 Identify faults of the push-up, curl-up, air squat, and deadlift and how they relate to functional movement..</p> <p>10.2 Explain and provide corrections for the faults of the push-up, curl-up, air squat, and deadlift.</p>	<p>11.1 Perform and articulate the points of performance and faults of the shoulder press, push-press, squat series (air, front, back, overhead), clean.</p> <p>11.2 Provide coaching cues to correct the faults of the squat, clean, deadlift, and press.</p>	<p>12.1 Compare and contrast the set up and execution of various functional movements.</p> <p>12.2 Identify the points of performance and faults of the overhead squat.</p> <p>12.3 Coach another athlete through the execution and correction of faults of the aforementioned functional movements.</p>
III. Nutritional Application	<p>9.1 Identify the benefits of various healthy and whole foods.</p> <p>9.2 Identify risk factors associated with unhealthy eating (especially consuming too much sugar and processed foods or consuming too great a total volume of food).</p>	<p>10.1 Identify the benefits of various healthy and whole foods.</p> <p>10.2 Identify risk factors associated with unhealthy eating (especially consuming too much sugar and processed foods or consuming too great a total volume of food).</p>	<p>11.1 Analyze nutritional data (food label) to determine moderate portions, excessive portions and proper dietary choices.</p> <p>11.2 Analyze a scenario and determine appropriate actions using nutritional knowledge.</p>	<p>12.1 Analyze nutritional data (food label) to determine moderate portions, excessive portions and proper dietary choices.</p> <p>12.2 Evaluate a scenario and create a plan to maintain a strong nutritional plan in an unstructured environment (such as college)</p>
IV. Fitness Leadership and Culture	<p>9.1 Apply the 7 habits of highly effective teens to health and fitness, specifically “think win-win”, “be proactive”, and “Courage Zone vs Comfort Zone”</p> <p>9.2 Choose positive responses to fitness failure and fears</p>	<p>10.1 Apply the 7 habits of highly effective teens to health and fitness, specifically classroom “synergy” and “Courage vs Comfort Zone”</p> <p>10.2 Analyze scenarios and determine actions that promote fitness culture throughout individual classes, grade level and school.</p>	<p>11.1 Determine positive action steps that lead classmates, friends and family toward establishing a fitness as a priority and lifestyle</p>	<p>12.1 Evaluate a scenario and create a plan to maintain a healthy lifestyle in an unstructured environment (such as college)</p>



Noble Health and Fitness
2014-15 Promotion Requirements

Noble Fitness Test

Students are required to pass The Noble Fitness Test at the end of the school year in order to be promoted. The test consists of a push-up, curl-up (sit-up) and 1 mile run. Students must obtain the minimum requirement in order to be promoted.

Noble Fitness Standards						
Test	9th	10th	11th	12th	Honors	Elite
Male Push-up	16	18	18	18	35	45
Male Curl-Up	24	24	24	24	47	57
Male 1 mile	9:15	8:45	8:30	8:30	7:00	6:00
Male PACER	51 <small>(level 6)</small>	61 <small>(level 7)</small>	61 <small>(level 7)</small>	61 <small>(level 7)</small>	94 <small>(level 10)</small>	118 <small>(level 12)</small>
Female Push-up	7	7	7	7	15	25
Female Curl-Up	18	18	18	18	35	45
Female 1 mile	10:45	10:15	10:00	10:00	8:00	7:00
Female PACER	32 <small>(level 3)</small>	32 <small>(level 4)</small>	41 <small>(level 5)</small>	41 <small>(level 5)</small>	61 <small>(level 7)</small>	83 <small>(level 9)</small>

Noble Health Assessment

Students are required to pass the 9th, 10th, 11th or 12th grade Noble Health Assessment, which tests their knowledge of the following categories:

- Wellness
- Functional Movement and Physical Skill
- Nutritional Application
- Fitness Leadership and Culture

Noble Summer Fitness Program

Students who do not pass the Fitness Test, Health Assessment or their Physical Education class will be required to complete the Noble Summer Fitness Program.



II. WELLNESS

A. Sleep

While we often consider sleep to be a “passive” activity, sufficient sleep is increasingly being recognized as an essential aspect of health promotion and chronic disease prevention in the public health community. Insufficient sleep is associated with a number of chronic diseases and conditions—such as diabetes, cardiovascular disease, obesity, and depression—which threaten our nation’s health. Notably, insufficient sleep is associated with the onset of these diseases and also poses important implications for their management and outcome. Moreover, insufficient sleep is responsible for motor vehicle and machinery-related crashes, causing substantial injury and disability each year. In short, drowsy driving can be as dangerous—and preventable—as driving while intoxicated.

References: Reite M, Ruddy J, Nagel K. Concise guide to evaluation and management of sleep disorders (3rd ed). American Psychiatric Publishing, Inc., 2002

How Much Sleep Do I Need?

Sleep guidelines from the National Heart, Lung, and Blood Institute below have noted that sleep changes as we age, although there is no 'magic number' as individual sleep needs vary.

Age	Recommended Amount of Sleep
Newborns	16–18 hours a day
Preschool-aged children	11–12 hours a day
School-aged children	At least 10 hours a day
Teens	9–10 hours a day
Adults (including the elderly)	7–8 hours a day

Sleep Hygiene Tips

The promotion of regular sleep is known as *sleep hygiene*. The following is a list of sleep hygiene tips, which can be used to improve sleep. National Sleep Foundation Recommendations:

Go to bed at the same time each night and rise at the same time each morning.

Make sure your bedroom is a quiet, dark, and relaxing environment, which is neither too hot or too cold.

Make sure your bed is comfortable and use it only for sleeping and not for other activities, such as reading, watching TV, or listening to music. Remove all TVs, computers, and other “gadgets” from the bedroom.

Avoid large meals before bedtime.

References: Center for Disease Control and Prevention: Sleep. (www.cdc.gov/sleep)



II. WELLNESS

B. Stress

Stress can be defined as the brain's response to any demand. Many things can trigger this response, including change. Changes can be positive or negative, as well as real or perceived. They may be recurring, short-term, or long-term and may include things like commuting to and from school or work every day, traveling for a yearly vacation, or moving to another home. Changes can be mild and relatively harmless, such as winning a race, watching a scary movie, or riding a rollercoaster. Some changes are major, such as marriage or divorce, serious illness, or a car accident. Other changes are extreme, such as exposure to violence, and can lead to traumatic stress reactions.

Resource: <http://www.nimh.nih.gov/health/publications/stress/index.shtml>

There are three components to the General Stress Syndrome. The first stage, which is termed the alarm stage, **represents a mobilization of the body's defensive forces. In other words, the body is preparing for the "fight or flight" syndrome.** This involves a number of hormones and chemical excreted at high levels, as well as an increase in heart rate, blood pressure, perspiration, respiration rate, etc. In the second phase — the stage of resistance — the body becomes adaptive to the challenge and even begins to resist it. The length of this stage of resistance is dependent upon the **body's innate and stored adaptation energy reserves and upon the intensity of the stressor. Just as any machine wears out even if it has been properly maintained, so do living organisms that sooner or later become the victim of this constant wear and tear.** The acquired adaptation is lost if the individual is subject to still greater exposure to the stressor. The organism enters into the third and final stage — the exhaustion stage — and then dies because it has used up its resources of adaptation energy. Thankfully, few people ever experience this last stage!

Resource: <http://www.stress.org/daily-life/> The American Institute of Stress

How can I cope with stress?

The effects of stress tend to build up over time. Taking practical steps to maintain your health and outlook can reduce or prevent these effects. The following are some tips that may help you to cope with stress:

- Seek help from a qualified mental health care provider if you are overwhelmed, feel you cannot cope, have suicidal thoughts, or are using drugs or alcohol to cope.
- Get proper health care for existing or new health problems.
- Stay in touch with people who can provide emotional and other support. Ask for help from friends, family, and community or religious organizations to reduce stress due to work burdens or family issues, such as caring for a loved one.
- Recognize signs of your body's response to stress, such as difficulty sleeping, increased alcohol and other substance use, being easily angered, feeling depressed, and having low energy.
- Set priorities—decide what must get done and what can wait, and learn to say no to new tasks if they are putting you into overload.
- Note what you have accomplished at the end of the day, not what you have been unable to do.
- Avoid dwelling on problems. If you can't do this on your own, seek help from a qualified mental health professional who can guide you.
- Exercise regularly—just 30 minutes per day of gentle walking can help boost mood and reduce stress.
- Schedule regular times for healthy and relaxing activities.
- Explore stress coping programs, which may incorporate meditation, yoga, tai chi, or other gentle exercises.



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- *If you or someone you know is overwhelmed by stress, ask for help from a health professional. If you or someone close to you is in crisis, call the toll-free, 24-hour National Suicide Prevention Lifeline at 1-800-273-TALK (1-800-273-8255).*

Acute Stress: Fight or flight. The body prepares to defend itself. It takes about 90 minutes for the metabolism to return to normal when the response is over.

Chronic Stress: The cost of daily living: bills, kids, jobs... This is the stress we tend to ignore or push down. Left uncontrolled this stress affects your health- your body and your immune system.

Eustress:

Stress in daily life that has positive connotations

- Marriage
- Promotion
- Baby
- Winning Money
- New Friends
- Graduation

Distress:

Stress in daily life that has negative connotations

- Divorce
 - Punishment
 - Injury
 - Negative feelings
 - Financial Problems
 - Work Difficulties
-

Effects of Chronic Stress

The body doesn't distinguish between physical and psychological threats. When you're stressed over a busy schedule, an argument with a friend, a traffic jam, or a mountain of bills, your body reacts just as strongly as if you were facing a life-or-death situation. If you have a lot of responsibilities and worries, your emergency stress response may be "on" most of the time. The more your body's stress system is activated, the harder it is to shut off.

Long-term exposure to stress can lead to serious health problems. Chronic stress disrupts nearly every system in your body. It can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process. Long-term stress can even rewire the brain, leaving you more vulnerable to anxiety and depression.

Many health problems are caused or exacerbated by stress, including:

- Pain of any kind
- Heart disease
- Digestive problems
- Sleep problems
- Depression
- Weight problems
- Autoimmune diseases
- Skin conditions, such as eczema

Dealing with stress and its symptoms

While unchecked stress is undeniably damaging, you have more control over your stress levels than you might think. Unfortunately, many people cope with stress in ways that only compound the problem. You might drink too much to un-



II. WELLNESS

wind at the end of a stressful day, fill up on comfort food, zone out in front of the TV or computer for hours, use pills to relax, or relieve stress by lashing out at other people. However, there are many healthier ways to cope with stress and its symptoms.

Since everyone has a unique response to stress, there is no “one size fits all” solution to dealing with it. No single method works for everyone or in every situation, so experiment with different techniques and strategies. Focus on what makes you feel calm and in control.

Quick Stress Relief

The best way to reduce stress quickly and reliably is by using your senses—what you see, hear, smell, taste, and touch—or through movement. By viewing a favorite photo, smelling a specific scent, listening to a favorite piece of music, tasting a piece of gum, or hugging a pet, for example, you can quickly relax and focus yourself. Of course, not everyone responds to each sensory experience in the same way. Something that relaxes one person may do nothing but irritate someone else. The key is to experiment with your senses and discover the sensory experiences that work best for you.

Emotional connection. Nothing contributes more to chronic stress than emotional disconnection from ourselves and others. Understanding the influence emotions have on your thoughts and actions is vital to managing stress. Life doesn't have to feel like a rollercoaster ride with extreme ups and downs. Once you're aware of your emotions, even the painful ones you normally try to avoid or bottle up, the easier it is to understand your own motivations, stop saying or doing things you later regret, gain renewed energy, and smooth out the ride.

Once you've mastered these core skills you'll have the confidence to face stressful challenges, knowing that you'll always be able to rapidly bring yourself back into balance.

Stress Warning Signs and Symptoms

Cognitive Symptoms

Memory problems
Inability to concentrate
Poor judgment
Seeing only the negative
Anxious or racing thoughts
Constant worrying

Physical Symptoms

Aches and pains
Diarrhea or constipation
Nausea, dizziness
Chest pain, rapid heartbeat
Loss of sex drive
Frequent colds

Emotional Symptoms

Moodiness
Irritability or short temper
Agitation, inability to relax
Feeling overwhelmed
Sense of loneliness and isolation
Depression or general unhappiness

Behavioral Symptoms

Eating more or less
Sleeping too much or too little
Isolating yourself from others
Procrastinating or neglecting responsibilities
Using alcohol, cigarettes, or drugs to relax
Nervous habits (e.g. nail biting, pacing)



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C. Bullying

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Types of Bullying

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social bullying, **sometimes referred to as relational bullying**, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- **Taking or breaking someone's things**
- Making mean or rude hand gestures

The Roles Kids Play

There are many roles that kids can play. Kids can bully others, they can be bullied, or they may witness bullying. When kids are involved in bullying, they often play more than one role. Sometimes kids may both be bullied and bully others or they may witness other kids being bullied. It is important to understand the multiple roles kids play in order to effectively prevent and respond to bullying.



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Importance of Not Labeling Kids

When referring to a bullying situation, it is easy to call the kids who bully others "bullies" and those who are targeted "victims," but this may have unintended consequences. When children are labeled as "bullies" or "victims" it may:

- Send the message that the child's behavior cannot change
- Fail to recognize the multiple roles children might play in different bullying situations
- Disregard other factors contributing to the behavior such as peer influence or school climate

Instead of labeling the children involved, focus on the behavior. For instance:

- Instead of calling a child a "bully," refer to them as "the child who bullied"
- Instead of calling a child a "victim," refer to them as "the child who was bullied"
- Instead of calling a child a "bully/victim," refer to them as "the child who was both bullied and bullied others."

Kids Involved in Bullying

The roles kids play in bullying are not limited to those who bully others and those who are bullied. Some researchers talk about the "circle of bullying" to define both those directly involved in bullying and those who actively or passively assist the behavior or defend against it. Direct roles include:

Kids who Bully: These children engage in bullying behavior towards their peers. There are many risk factors that may contribute to the child's involvement in the behavior. Often, these students require support to change their behavior and address any other challenges that may be influencing their behavior.

Kids who are Bullied: These children are the targets of bullying behavior. Some factors put children at more risk of being bullied, but not all children with these characteristics will be bullied. Sometimes, these children may need help learning how to respond to bullying.

Even if a child is not directly involved in bullying, they may be contributing to the behavior. Witnessing the behavior may also affect the child, so it is important for them to learn what they should do when they see bullying happen. Roles kids play when they witness bullying include:

Kids who Assist: These children may not start the bullying or lead in the bullying behavior, but serve as an "assistant" to children who are bullying. These children may encourage the bullying behavior and occasionally join in.

Kids who Reinforce: These children are not directly involved in the bullying behavior but they give the bullying an audience. They will often laugh or provide support for the children who are engaging in bullying. This may encourage the bullying to continue.

Outsiders: These children remain separate from the bullying situation. They neither reinforce the bullying behavior nor defend the child being bullied. Some may watch what is going on but do not provide feedback about the situation to **show they are on anyone's side. Even so, providing an audience may encourage the bullying behavior.**

These kids often want to help, but don't know how. Learn how to be "more than a bystander."



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Kids who Defend: These children actively comfort the child being bullied and may come to the child's defense when bullying occurs.

Most kids play more than one role in bullying over time. In some cases, they may be directly involved in bullying as the one bullying others or being bullied and in others they may witness bullying and play an assisting or defending role. Every situation is different. Some kids are both bullied and bully others. It is important to note the multiple roles kids play, because:

Those who are both bullied and bully others may be at more risk for negative outcomes, such as depression or suicidal ideation.

It highlights the need to engage all kids in prevention efforts, not just those who are known to be directly involved

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

Resource: stopbullying.org

What is Body Image?

Body image is how you see yourself when you look in the mirror or when you picture yourself in your mind. It encompasses:

What you believe about your own appearance (including your memories, assumptions, and generalizations).

How you feel about your body, including your height, shape, and weight.

How you sense and control your body as you move. How you feel in your body, not just about your body.

Negative Body Image

- A distorted perception of your shape--you perceive parts of your body unlike they really are.
- You are convinced that only other people are attractive and that your body size or shape is a sign of personal failure.
- You feel ashamed, self-conscious, and anxious about your body.
- You feel uncomfortable and awkward in your body.

Positive Body Image

- A clear, true perception of your shape--you see the various parts of your body as they really are.
- **You celebrate and appreciate your natural body shape and you understand that a person's physical appearance says very little about their character and value as a person.**
- You feel proud and accepting of your unique body and refuse to spend an unreasonable amount of time worrying about food, weight, and calories.
- You feel comfortable and confident in your body.

Body Image and Eating Disorders

People with negative body image have a greater likelihood of developing an eating disorder and are more likely to suffer from feelings of depression, isolation, low self-esteem, and obsessions with weight loss.



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We all may have our days when we feel awkward or uncomfortable in our bodies, but the key to developing positive body image is to recognize and respect our natural shape and learn to overpower those negative thoughts and feelings with positive, affirming, and accepting ones.

Resource: nationaleatingdisorders.org

Self-Esteem: self-esteem means valuing and respecting yourself. If you have a healthy self-esteem, you feel good about yourself as a person and are able to think positively and deal better with stress. If you have low self-esteem, you may **feel bad about yourself a lot of the time, which isn't much fun.**

Boost Your Self-Esteem:

- Tell yourself that it is okay not to be the best at everything.
- Help out by doing chores around the house and volunteering in your community.
- Do things that you enjoy, or learn about new things you would like to try.
- Understand that there will be times when you will feel disappointed in yourself and other people. No one is perfect!
- If you are angry, try talking it over with an adult you trust (parents/guardians, relatives or a school counselor).
- Think positively about yourself and the things you can do. Think: "I will try!"
- If you still find that you are not feeling good about yourself, talk to your parents/guardian, a school counselor, or your doctor because you may be at risk for depression. (You can also ask the school nurse for help through tough times. Some schools offer counseling.) Learn more about [depression](#) and other health issues that can affect your mind.

Resource for self-esteem: girlshealth.org

D. Drugs (Alcohol, Tobacco & Other Drugs)

Alcohol

Binge Drinking

Binge drinking is the most common pattern of excessive alcohol use in the United States. The National Institute on Alcohol Abuse and Alcoholism **defines binge drinking as a pattern of drinking that brings a person's blood alcohol concentration (BAC) to 0.08 grams percent or above.** This typically happens when men consume 5 or more drinks, and when women consume 4 or more drinks, in about 2 hours.

Resource: <http://www.cdc.gov/alcohol/fact-sheets/binge-drinking.htm>

Alcoholism and alcohol abuse are two types of problem drinking.

Alcoholism is when your drinking causes serious problems in your life, yet you keep drinking. You also may have a physical dependence on alcohol. This means that you need more and more alcohol to feel drunk. Stopping suddenly may cause withdrawal symptoms.

Alcohol abuse is when your drinking leads to problems, but you are not physically dependent on alcohol. These problems may occur:



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- At work, school, or home
- In your personal relationships
- With the law
- From using alcohol in dangerous situations, such as drinking and driving

No one knows what causes problems with alcohol. Health experts think that it may be a combination of a person's:

- Genes
- Environment
- Psychology, such as being impulsive or having low self-esteem
- Drinking a lot of alcohol can put you at risk for alcohol problems. You are more at risk for alcoholism if:
 - You are a man who has 15 or more drinks a week
 - You are a woman who has 12 or more drinks a week
 - You have five or more drinks at a time at least once a week
- One drink is defined as a 12-ounce bottle of beer, a 5-ounce glass of wine, or a 1 1/2-ounce shot of liquor.
- If you have a parent with alcoholism, you are more at risk for alcohol problems.
- You also may be more likely to abuse alcohol or become dependent if:
 - You are a young adult under peer pressure
 - You have depression, bipolar disorder, anxiety disorders, or schizophrenia
 - You have easy access to alcohol
 - You have low self-esteem
 - You have problems with relationships
 - You live a stressful lifestyle

Alcohol abuse is on the rise. In the U.S., about 3 out of 10 people drink at a level that puts them at risk for alcoholism.

If you are concerned about your drinking, it may help to take a careful look at your alcohol use.

If you have a drinking problem, you may:

- Continue to drink, even when your health, work, or family are being harmed
- Drink alone
- Become stirred up, excited, or tense when drinking
- Become hostile when asked about your drinking
- Make excuses to drink
- **Miss work or school, or don't perform as well because of drinking**
- Stop taking part in activities you enjoy because of alcohol
- Need to use alcohol on most days to get through the day
- **Don't eat a lot or eat poorly**
- Not care about how you dress or if you are clean
- Try to hide alcohol use
- Shake in the morning or after periods when you have not had a drink
- Symptoms of alcohol dependence include:
 - Needing more and more alcohol to feel drunk
 - Alcohol withdrawal symptoms when you haven't had a drink for a while
 - Illnesses from alcohol use, such as alcoholic liver disease



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Resource: <http://www.nlm.nih.gov/medlineplus/ency/article/000944.htm>

After drinking ends: Once a person stops drinking, BAC begins to decrease. The intoxicating effects of alcohol slowly diminish, and the person's reflexes and coordination return to normal. Many people refer to this process as "becoming sober" or "sobering up." You may have heard that cold showers, exercise, fresh air, or coffee will help a person sober up more quickly. But this is not true. Nothing can speed the liver's ability to break down alcohol. Fresh air may keep a person awake, but it does not eliminate the intoxicating effects of alcohol.

Hangovers: Drinking heavily usually causes a person to wake up the next day with a hangover. Hangover is a term used to describe the after-effects of drinking too much alcohol. Symptoms of a hangover include nausea, upset stomach, headache, and a sensitivity to noise. It is not clear why some drinkers get a hangover and other do not. The only way a person can be sure to prevent one is to avoid alcohol altogether.

Resource: Prentice Hall Health pg. 383

Overdose: Taking an excessive amount of a drug that leads to a coma or death. Alcohol overdose, also called alcohol poisoning, can cause the heart and breathing to stop. Many drinkers assume that they will pass out before drinking a fatal amount. This is not necessarily true. Alcohol continues to be absorbed into the blood for 30-90 minutes after a person's last drink. **The drinker's BAC can increase even if the drinker becomes unconscious.**

Resource: Prentice Hall Health pg. 385

Sale of Tobacco To Minors Act (720 ILCS 675/1)

No minor under 18 years of age shall buy any cigar, cigarette, smokeless tobacco or tobacco in any of its forms. No person shall sell, buy for, distribute samples of or furnish any cigar, cigarette, smokeless tobacco or tobacco in any of its forms, to any minor under 18 years of age.

Resource: State of Illinois Liquor control commission <http://www.state.il.us/lcc/tobacco.asp>

1. Illinois law prohibits the consumption of alcoholic liquor by any person under 21 years of age.
PENALTY: Class C Misdemeanor.
2. A person under the age of 21 is prohibited from possessing alcoholic beverages on the street, highway or any public place or in any place open to the public. Violation of this provision is a Class B Misdemeanor.
PENALTY: The underage person may be fined up to \$500 and sentenced up to six months in jail (additional enhanced penalties exist for illegal transportation of open liquor for persons under 21 years of age).
Note: This provision does not prohibit a minor from delivering alcoholic beverages in the course of his/her employment, or by order of his/her parent.
3. Illinois law prohibits persons under the age of 21 from purchasing, possessing, consuming and/or accepting a gift of alcoholic beverages, except under the direct supervision and approval of the parent(s) in the privacy of a home or during a religious ceremony. A person under the age of 21 violating this provision is guilty of a Class C Misdemeanor.
PENALTY: The person under 21 years of age may be fined up to \$500 and receive a jail sentence of up to 30 days.

Resource: Illinois Liquor Control Commission <https://www.state.il.us/lcc/docs/jfactual.pdf>



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Drug Abuse:

When a drug is intentionally used improperly or unsafely. For example, a person is abusing prescription painkillers or over-the-counter cough medicines if he or she takes them to cause a “high,” rather than to treat pain or a cough. And any use of illegal drugs is drug abuse. Drug abuse occurs when people intentionally use any kind of drugs for nonmedical purposes.

Recourse: Prentice Hall Health pg. 427

Marijuana:

Marijuana is the most common illicit drug used in the United States. After a period of decline in the last decade, its use **has been increasing among young people since 2007, corresponding to a diminishing perception of the drug’s risks that may be associated with increased public debate over the drug’s legal status.** Although the federal government considers marijuana a Schedule I substance (having no medicinal uses and high risk for abuse), two states have legalized marijuana for adult recreational use, and 21 states have passed laws allowing its use as a treatment for certain medical conditions. *Resource: <http://www.drugabuse.gov/publications/drugfacts/marijuana>*

Marijuana is a mixture of the dried and shredded leaves, stems, seeds, and flowers of the cannabis sativa plant. The mixture can be green, brown, or gray. A bunch of leaves seem harmless, right? But think again. Marijuana has a chemical in it called delta-9-tetrahydrocannabinol, better known as **THC**. A lot of other chemicals are found in marijuana, too—about 400 of them, many of which could affect your health. But THC is the main psychoactive (i.e., mind altering) ingredient. **In fact, marijuana’s strength or potency is related to the amount of THC it contains. The THC content of marijuana** has been increasing since the 1970s. Estimates from confiscated marijuana indicated that it contains almost 10 percent THC, on average.

Short term effects:

For some people, smoking marijuana makes them feel good. Within minutes of inhaling, a user begins to feel “high,” or filled with pleasant sensations. THC triggers brain cells to release the chemical dopamine. Dopamine creates good feelings—for a short time. Such loss of coordination can be caused by smoking marijuana. And that’s just one of its many negative effects. Marijuana affects memory, judgment, and perception. Under the influence of marijuana, you could fail to remember things you just learned, watch your grade point average drop, or crash a car.

Also, since marijuana can affect judgment and decision making, using it can cause you to do things you might not do when you are thinking straight—such as engaging in risky sexual behavior, which can result in exposure to sexually transmitted diseases, like HIV, the virus that causes AIDS, or getting in a car with someone who’s been drinking or is high on marijuana.

It’s also difficult to know how marijuana will affect a specific person at any given time, because its effects vary based on individual factors: a person’s genetics, whether they’ve used marijuana or any other drugs before, and how much marijuana is taken. Effects can also be unpredictable when marijuana is used in combination with other drugs.



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THC Affects Brain Functioning

THC is up to no good in the brain. THC finds brain cells, or neurons, with specific kinds of receptors called cannabinoid receptors and binds to them. Certain parts of the brain have high concentrations of cannabinoid receptors. These areas are the hippocampus, the cerebellum, the basal ganglia, and the cerebral cortex. The functions that these brain areas control are the ones most affected by marijuana. For example, THC interferes with learning and memory—that is because the hippocampus—a part of the brain with a funny name and a big job—plays a critical role in certain types of learning. Disrupting its normal functioning can lead to problems studying, learning new things, and recalling recent events. The difficulty can be a lot more serious than forgetting if you took out the trash this morning, which happens to everyone once in a while. A recent study followed people from age 13 to 38 and found that those who used marijuana a lot in their teens and continued into adulthood had a significant drop in IQ, even if they quit.

Smoking Marijuana Can Make Driving Dangerous

The cerebellum is the section of our brain that controls balance and coordination. When THC affects the cerebellum's function, it makes scoring a goal in soccer or hitting a home run pretty tough. THC also affects the basal ganglia, another part of the brain that's involved in movement control. These THC effects can cause disaster on the road. Research shows that drivers on marijuana have slower reaction times, impaired judgment, and problems responding to signals and sounds. A recent analysis of data from several studies found that marijuana use more than doubles a driver's risk of being in an accident. In fact, studies conducted in a number of localities have found that approximately 4 to 14 percent of drivers who sustained injury or death in traffic accidents tested positive for THC.

Marijuana Use Increases Heart Rate

Within a few minutes after inhaling marijuana smoke, an individual's heart begins beating more rapidly, the bronchial passages relax and become enlarged, and blood vessels in the eyes expand, making the eyes look red. The heart rate, normally 70 to 80 beats per minute, may increase by 20 to 50 beats per minute or, in some cases, even double. This effect can be greater if other drugs are taken with marijuana.

Long-term effects:

The Brain

When people smoke marijuana for years, they can suffer some pretty negative consequences. For example, because marijuana affects brain function, your ability to do complex tasks could be compromised, as well as your pursuit of academic, athletic, or other life goals that require you to be 100-percent focused and alert. In fact, people who use marijuana over the long term report less life satisfaction, poorer education, and job achievement, and more interpersonal problems compared to people who do not use marijuana. Marijuana also may affect your mental health. Studies show that early marijuana use may increase your risk of developing psychosis if you have a genetic vulnerability to the disease. Psychosis is a severe mental disorder in which there is a loss of contact with reality, including false ideas about what is **happening (delusions) and seeing or hearing things that aren't there (hallucinations). Marijuana also has been associat-**



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ed with depression and anxiety, but more research is necessary to confirm and better understand that relationship.

Addiction

Many people don't think of marijuana as addictive—they are wrong. About 9 percent of people who use marijuana become dependent on it. The number increases to about one in six among those who start using it at a young age, and to **25 to 50 percent among daily users. Marijuana increases dopamine, which creates the good feelings or “high” associated** with its use. A user may feel the urge to smoke marijuana again, and again, and again to re-create that experience. Repeated use could lead to addiction—a disease where people continue to do something, even when they are aware of the severe negative consequences at the personal, social, academic, and professional levels. People who use marijuana may also experience a withdrawal syndrome when they stop using the drug. It is similar to what happens to tobacco smokers when they quit—people report being irritable, having sleep problems, and weight loss—effects which can last for several days to a few weeks after drug use is stopped. Relapse is common during this period, as users also crave the drug to relieve these symptoms.

Lungs and Airways

People who abuse marijuana are at risk of injuring their lungs through exposure to respiratory irritants found in marijuana smoke. The smoke from marijuana contains some of the same chemicals found in tobacco smoke; plus, marijuana users tend to inhale more deeply and hold their breath longer, so more smoke enters the lungs. Not surprisingly, people who smoke marijuana have some of the same breathing problems as those who smoke tobacco—they are more susceptible to chest colds, coughs, and bronchitis than people who do not smoke.

Resource: <http://teens.drugabuse.gov/drug-facts/marijuana>

E. Sexual Education

Statutory Rape—Criminal Offenses

A person is deemed incapable of consent if he or she is under 17 years of age, regardless of the age of the defendant. Sexual activity with someone under 17 years of age is treated as a misdemeanor if:

The victim is at least 9 years of age and the defendant is less than 17 years of age; or

The victim is at least 13 years of age and the defendant is less than 5 years older than the victim.



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Offense	Definition
Criminal Sexual Abuse	<ul style="list-style-type: none"> Sexual penetration or sexual conduct with someone at least 9 years of age and less than 17 years of age where the defendant is less than 17 years of age. Sexual penetration or sexual conduct with someone at least 13 years of age and less than 17 years of age where the defendant is less than 5 years older than the victim.
Aggravated Criminal Sexual Abuse	<ul style="list-style-type: none"> Sexual conduct with someone less than 13 years of age where the defendant is at least 17 years of age. Sexual conduct with someone less than 9 years of age where the defendant is less than 17 years of age. Sexual penetration or sexual conduct with someone at least 13 years of age but less than 17 years of age where the defendant is at least 5 years older than the victim.
Aggravated Criminal Sexual Assault	<ul style="list-style-type: none"> Sexual penetration with someone less than 9 years of age where the defendant is less than 17 years of age.
Predatory Criminal Sexual Assault of a Child	<ul style="list-style-type: none"> Sexual penetration with someone less than 13 years of age where the defendant is at least 17 years of age.

Note: Defendants who are married to the victim can only be prosecuted for these offenses if the victim reports the offense to law enforcement or the State's Attorney's office within 30 days of when the alleged offense occurred.

Resource: <http://aspe.hhs.gov/hsp/08/sr/statelaws/statelaws.shtml#Illinois>

What is consent?

Consent means that both people in a sexual encounter must agree to it, and either person may decide at any time that they no longer consent and want to stop the activity. Consenting to one behavior does not obligate you to consent to any other behaviors. Consenting on one occasion also does not obligate you to consent on any other occasion. Consenting means only that at this particular time, you would like to engage in this particular sexual behavior.

Consent is a voluntary, sober, imaginative, enthusiastic, creative, wanted, informed, mutual, honest, and verbal agreement

Consent is an active agreement: Consent cannot be coerced

Consent is a process, which must be asked for every step of the way; if you want to move to the next level of sexual intimacy, just ask

Consent is never implied and cannot be assumed, even in the context of a relationship. Just because you are in a relationship does not mean that you have permission to have sex with your partner



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A person who is intoxicated cannot legally give consent. If you're too drunk to make decisions and communicate with your partner, you're too drunk to consent

The absence of a "no" doesn't mean "yes"

Both people should be involved in the decision to have sex

Consent is an important part of healthy sexuality

Resource: <https://www.uhs.uga.edu/consent/> <http://www.pamf.org/teen/abc/sex/consent.html>

Condoms Why do people always talk about them?

Because if you want to have sex with someone, they're important! Sex can be great, but there are risks involved. Aside from all the emotional issues, you can catch sexually transmitted infections (STIs), and a woman can become pregnant. So if you don't want to deal with these really tough situations, a condom is vital!

Some people think it's the man's job to make sure he uses a condom, some people think contraception is up to the woman. They're both wrong- it takes two to have sex, so both partners should make an effort. If you're not responsible enough to sort out contraception, you're not responsible enough to be having sex. If you're sleeping with someone, you should have enough respect for them to protect them.

Firstly, you should put the condom on before there's any contact between the penis and your partner's body. Fluids released from the penis even very early on in sex can cause pregnancy or transmit an STI. So, when the penis is erect, open the condom wrapper. Don't do it with your teeth! This can cause tiny rips in the condom which you might not notice. Unroll the condom a littler over the top of the penis- make sure that the roll is on the outside- if it's backwards then the condom won't unroll. If there's any air trapped in the condom, this can cause it to break, so make sure you pinch the end to squeeze any air out. Then just firmly roll the condom down as far as you can. If you want to use any lube, put it on the outside of the condom and make sure it's water-based lubricant. Oil based lubricants can weaken the condom and make it break.

If a condom breaks while you're having sex, then stop right away and put a new condom on. While you're having sex you can sometimes feel if a condom has broken, but not always, so you should check occasionally that it's okay. If you think some semen has escaped from the condom you might want to think about talking to your doctor about getting emergency contraception and having STI and HIV tests.

Is it even safer wearing two condoms?

No! The friction of the condoms rubbing together would probably make them both break, and it wouldn't be very comfortable for the person wearing them. You also shouldn't use the male and female condoms together - Resource: <http://www.avert.org/teens-condom-tips.htm>



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Where can I get birth control? Do I need to see a doctor?

Where you get birth control depends on what method you choose. You can buy these forms over the counter:

- Male condoms
- Female condoms
- Sponges
- Spermicides
- Emergency contraception pills (girls younger than 17 need a prescription)

You need a prescription for these forms:

- Oral contraceptives: the pill, the mini-pill
- Skin patch
- Vaginal ring
- Diaphragm (your doctor needs to fit one to your shape)
- Cervical cap
- Cervical shield
- Shot/injection (you get the shot at your doctor's office)
- IUD (inserted by a doctor)
- Implantable rod (inserted by a doctor)

You will need surgery or a medical procedure for:

- Sterilization, female and male

Resource: <http://www.womenshealth.gov/publications/our-publications/fact-sheet/birth-control-methods.html#e>

Pregnancy

In the human reproductive process, two kinds of sex cells, or gametes, are involved. The male gamete, or sperm, and the female gamete, the egg or ovum, meet in the female's reproductive system. When the sperm fertilizes, or meets, the egg, this fertilized egg is called the zygote. The zygote goes through a process of becoming an embryo and developing into a fetus. Both the male and female reproductive systems are essential for reproduction. The female needs a male to fertilize her egg, even though it is she who carries offspring through pregnancy and childbirth.

Most species have two sexes: male and female. Each sex has its own unique reproductive system. They are different in shape and structure, but both are specifically designed to produce, nourish, and transport either the egg or sperm.

If a female and male have sex within several days of the female's ovulation, fertilization can occur. When the male ejaculates (when semen leaves a male's penis), between 0.05 and 0.2 fluid ounces (1.5 to 6.0 milliliters) of semen is deposited into the vagina. Between 75 and 900 million sperm are in this small amount of semen, and they "swim" up from the vagina through the cervix and uterus to meet the egg in the fallopian tube. It takes only one sperm to fertilize the egg.

Unless the egg is fertilized by a sperm while in the fallopian tube, the egg dries up and leaves the body about 2 weeks later through the uterus — this is menstruation. Blood and tissues from the inner lining of the uterus combine to form the



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menstrual flow, which in most girls lasts from 3 to 5 days.

How long do sperm live after ejaculation?

The life span of sperm after ejaculation depends on the circumstances. Sperm ejaculated into a woman's vagina can live in a woman's cervical mucus or upper genital tract for three to five days. Fertilization is possible as long as the sperm remain alive. Sperm ejaculated outside the body might survive in semen — the fluid released during ejaculation — up to a few hours. Sperm can be preserved for weeks when semen is stored at a lowered temperature — or years when semen is frozen. *Resource: <http://www.mayoclinic.org/healthy-living/getting-pregnant/expert-answers/pregnancy/faq-20058504>*

Pregnancy lasts an average of 280 days — about 9 months. When the baby is ready for birth, its head presses on the cervix, which begins to relax and widen to get ready for the baby to pass into and through the vagina. The mucus that has formed a plug in the cervix loosens, and with amniotic fluid, comes out through the vagina when the mother's water breaks.

When the contractions of labor begin, the walls of the uterus contract as they are stimulated by the pituitary hormone oxytocin. The contractions cause the cervix to widen and begin to open. After several hours of this widening, the cervix is dilated (opened) enough for the baby to come through. The baby is pushed out of the uterus, through the cervix, and along the birth canal. The baby's head usually comes first; the umbilical cord comes out with the baby and is cut after the baby is delivered. *Resource: http://kidshealth.org/parent/general/body_basics/female_reproductive_system.html#*

Sexually Transmitted Infections

Chlamydia

What is chlamydia? Chlamydia is a common STD that can infect both men and women. It can cause serious, permanent damage to a woman's reproductive system, making it difficult or impossible for her to get pregnant later on. Chlamydia can also cause a potentially fatal ectopic pregnancy (pregnancy that occurs outside the womb).

How is chlamydia spread? You can get chlamydia by having vaginal, anal, or oral sex with someone who has chlamydia. **If your sex partner is male you can still get chlamydia even if he does not ejaculate (cum).** If you've had chlamydia and were treated in the past, you can still get infected again if you have unprotected sex with someone who has chlamydia. If you are pregnant, you can give chlamydia to your baby during childbirth.

Can chlamydia be cured? Yes, chlamydia can be cured with the right treatment. It is important that you take all of the medication your doctor prescribes to cure your infection. When taken properly it will stop the infection and could decrease your chances of having complications later on. Medication for chlamydia should not be shared with anyone. Repeat infection with chlamydia is common. You should be tested again about three months after you are treated, even if your sex partner(s) was treated.

How will my doctor know if I have chlamydia? There are laboratory tests to diagnose chlamydia. Your health care pro-



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vider may ask you to provide a urine sample or may use (or ask you to use) a cotton swab to get a sample from your vagina to test for chlamydia.

Gonorrhea

What is gonorrhea? Gonorrhea is a sexually transmitted disease (STD) that can infect both men and women. It can cause infections in the genitals, rectum, and throat. It is a very common infection, especially among young people ages 15-24 years.

How is gonorrhea spread? You can get gonorrhea by having vaginal, anal, or oral sex with someone who has gonorrhea. A pregnant woman with gonorrhea can give the infection to her baby during childbirth.

Can gonorrhea be cured? Yes, gonorrhea can be cured with the right treatment. It is important that you take all of the medication your doctor prescribes to cure your infection. Medication for gonorrhea should not be shared with anyone. Although medication will stop the infection, it will not undo any permanent damage caused by the disease. It is becoming harder to treat some gonorrhea, as drug-resistant strains of gonorrhea are increasing. If your symptoms continue for more than a few days after receiving treatment, you should return to a health care provider to be checked again.

How will my doctor know if I have gonorrhea? Most of the time, urine can be used to test for gonorrhea. However, if you have had oral and/or anal sex, swabs may be used to collect samples from your throat and/or rectum. In some cases, a swab may be used to collect a sample from a man's urethra (urine canal) or a woman's cervix (opening to the womb).

Genital Herpes

What is genital herpes? Genital herpes is an STD caused by two types of viruses. The viruses are called herpes simplex type 1 and herpes simplex type 2.

How is genital herpes spread? You can get herpes by having vaginal, anal, or oral sex with someone who has the disease. Fluids found in a herpes sore carry the virus, and contact with those fluids can cause infection. You can also get herpes from an infected sex partner who does not have a visible sore or who may not know he or she is infected because the virus can be released through your skin and spread the infection to your sex partner(s).

Can herpes be cured? There is no cure for herpes. However, there are medicines that can prevent or shorten outbreaks. One of these herpes medicines can be taken daily, and makes it less likely that you will pass the infection on to your sex partner(s).

How will my doctor know if I have herpes? Often times, your healthcare provider can diagnose genital herpes by simply looking at your symptoms. Providers can also take a sample from the sore(s) and test it. Have an honest and open talk with your health care provider and ask whether you should be tested for herpes or other STDs.



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Syphilis

What is syphilis? Syphilis is an STD that can cause long-term complications if not treated correctly. Symptoms in adults are divided into stages. These stages are primary, secondary, latent, and late syphilis.

How is syphilis spread? You can get syphilis by direct contact with a syphilis sore during vaginal, anal, or oral sex. Sores can be found on the penis, vagina, anus, in the rectum, or on the lips and in the mouth. Syphilis can also be spread from an infected mother to her unborn baby.

Can syphilis be cured? Yes, syphilis can be cured with the right antibiotics from your healthcare provider. However, treatment will not undo any damage that the infection has already done.

How will my doctor know if I have syphilis? Most of the time, a blood test can be used to test for syphilis. Some health care providers will diagnose syphilis by testing fluid from a syphilis sore.

Resource for STIs: <http://www.cdc.gov/std/default.htm>

Ways to Transmit HIV

In the United States, HIV is spread mainly through anal or vaginal sex or by sharing drug-use equipment with an infected person. Substance use can contribute to these risks indirectly because alcohol and other drugs can lower people's inhibitions and make them less likely to use condoms. This section provides information on the various risk behaviors and what you can do to lower your risk.

Antibody Tests

The most common HIV tests look for HIV antibodies in your body, rather than looking for HIV itself:

Enzyme immunoassay (EIA) tests use blood, oral fluid, or urine to detect HIV antibodies. Results for these tests can take up to **two weeks**.

Rapid HIV antibody tests also use blood, oral fluid, or urine to detect HIV antibodies. Results for these tests can take **10–20 minutes**.

If you get a positive result from **either** of these tests, you will need to take another test, called a Western blot test, to confirm that result. It can take up to **two weeks** to confirm a positive result.

Antigen Tests

These tests are not as common as antibody tests, but they can be used to diagnose HIV infection earlier—from 1-3 weeks after you are first infected with HIV. Antigen tests require a blood sample.

PCR Test (Polymerase chain reaction test)

This test detects the genetic material of HIV itself, and can identify HIV in the blood within 2-3 weeks of infection.

Babies born to HIV-positive mothers are tested with a special PCR test, because their blood contains their mother's HIV antibodies for several months. This means they would test HIV-positive on a standard antibody test—but a PCR



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test can determine whether the babies have HIV themselves.

Blood supplies in most developed countries are screened for HIV using PCR tests. PCR tests are also used to measure viral loads for people who are HIV-positive.

Resource: <http://www.cdc.gov/hiv/risk/behavior/index.html>

Anal sex

Vaginal sex

Oral Sex

Substance Use

HIV transmission from mother to child during pregnancy, labor and delivery, or breastfeeding is known as perinatal transmission and is the most common route of HIV infection in children. When HIV is diagnosed before or during pregnancy, perinatal transmission can be reduced to less than 1% if appropriate medical treatment is given, the virus becomes undetectable, and breastfeeding is avoided. Read more about prevention challenges for women and what CDC is doing to address them in HIV Among Pregnant Women, Children and Infants.

Resource: <http://www.cdc.gov/hiv/risk/gender/pregnantwomen/index.html>

STI Testing

If you're sexually active, particularly with multiple partners, you've probably heard the following advice many times: Use protection and make sure you get tested. This is important because people can have a sexually transmitted disease (STD) without knowing it. In many cases, no signs or symptoms occur.

But what types of STD testing do you need? And how often should you be screened? The answers depend on your age, your sexual behaviors and other risk factors.

If you're a woman, don't assume that you're receiving STD testing every time you have a gynecologic exam or Pap test. Regardless of your gender and age, if you think you need STD testing, request it from your doctor. Talk to your doctor about your concerns and mention specifically what infections you think you might have.

Testing for specific STDs

Here are some guidelines for STD testing for specific sexually transmitted diseases.

Chlamydia and gonorrhea

Get screened annually if:

You're a sexually active girl or woman under age 25

You're a woman older than 25 and at risk of STDs — for example, if you're having sex with a new partner or multiple partners



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You're a man who has sex with men

Chlamydia and gonorrhea screening is done either through a urine test or through a swab inside the penis in men or from the cervix in women. The sample is then analyzed in a laboratory. Screening is important, because if you don't have signs or symptoms, you can be unaware that you have either infection.

HIV, syphilis and hepatitis

The Centers for Disease Control and Prevention (CDC) encourages HIV testing, at least once, as a routine part of medical care if you're an adolescent or adult between the ages of 13 and 64. The CDC advises yearly HIV testing if you are at high risk of infection.

Request testing for HIV, syphilis and hepatitis if you:

Test positive for gonorrhea or chlamydia, which puts you at greater risk of other STDs

Have had more than one sexual partner since your last test

Use intravenous (IV) drugs

Are a man who has sex with men

Your doctor tests you for syphilis by taking either a blood sample or a swab from any genital sores you might have. The sample is examined in a laboratory. A blood sample is taken to test for HIV and hepatitis.

Genital herpes

No good screening test exists for herpes, a viral infection that can be transmitted even when an infected person doesn't have symptoms. Your doctor may take a tissue scraping or culture of blisters or early ulcers, if you have them, for examination in a laboratory. But a negative test doesn't rule out herpes as a cause for genital ulcerations.

A blood test also may help detect a herpes infection, but results aren't always conclusive. Some blood tests can help differentiate between the two main types of the herpes virus. Type 1 is the virus that more typically causes cold sores, although it can also cause genital sores. Type 2 is the virus that more typically causes genital sores. Still, the results may not be totally clear, depending on the sensitivity of the test and the stage of the infection. False-positive and false-negative results are possible.

HPV

Certain types of human papillomavirus (HPV) can cause cervical cancer while other varieties of HPV can cause genital warts. Most sexually active people become infected with HPV at some point in their lives, but never develop symptoms. The virus typically disappears within two years.

No HPV screening test is available for men, in whom the infection is diagnosed only by visual inspection or biopsy of genital warts. In women, HPV testing involves:

Pap test. Pap tests, which check the cervix for abnormal cells, are recommended every two years for women be-



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tween ages 21 and 30. Women age 30 and older can wait three years between Pap tests if their past three tests have been normal.

HPV test. Samples for the HPV test are collected from the cervical canal. This test usually isn't offered to women younger than 30 because HPV infections that will ultimately clear up on their own are so common in this age group.

HPV has also been linked to cancer of the vulva, vagina, penis and anus. Vaccines can protect both men and women from some types of HPV, but they are most effective when administered before sexual activity begins.

Resource: <http://www.mayoclinic.org/diseases-conditions/sexually-transmitted-diseases-stds/in-depth/std-testing/art-20046019?pg=1>

F. First Aid

Soft Tissue Injuries:

All of the components of **PRICE** work to reduce the chance of further injury to the area. In addition, they minimize swelling, which helps prevent further tissue damage.

- **P-Protection:** Protect the athlete from further injury by preventing the athlete from moving and by keeping other athletes and hazards clear of the athlete.
- **R- Rest:** Rest the athlete from any activity that causes pain. If simple movements such as bending, straightening, **reaching overhead, or walking are painful, "rest" means immobilizing the injured limb by splinting or preventing** weight bearing with crutches. Do not allow the athlete to return to participation until the athlete is examined and released by a physician and is able to play without pain or loss of function (e.g., no limping, no decrease or adjustments in arm movements). If pain only occurs during strenuous workouts or sports participation, rest the athlete from the painful exercises, drills, and sport skills and refer the athlete to a physician.
- **I-Ice:** During the first 72 hours following an injury, ice can help minimize pain and control swelling caused by bleeding and fluid loss from the injured tissues. There are several different ways ice can be applied, such as with an ice bag, ice massage, gel cold pack, ice whirlpool, chemical cold pack, and ice water bucket. No matter which method is used, athletes will typically experience cold, pins and needles, dull aching, and numbness sensations when ice is applied. These sensations are normal and to be expected. Ice helps control swelling after the initial injury by helping reduce blood flow (bleeding). Compression and elevation are also valuable to reduce initial blood loss, and once the bleeding has stopped, they are needed to get rid of the swelling that has already occurred.
- **C-Compression:** To control initial bleeding of joint or limb tissues, or to reduce residual swelling, apply an elastic wrap to an injured limb, especially the foot, ankle, knee, thigh, hand, or elbow. Follow these steps to apply an effective compression wrap:
 1. Start several inches below the injury (farthest from the heart). For example, for the ankle, start the wrap just above the toes.
 2. Wrap upward (toward the heart), in an overlapping spiral, starting with even and somewhat snug pressure, then gradually wrapping looser once above the injury.
 3. Periodically check the skin color, temperature, and sensation of the injured area to make sure that the wrap



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isn't compression any nerves or arteries. (For example, for a forearm wrap, check the fingers and nail beds for blue or purplish tint and for coldness.) Wraps that are too tight can reduce blood flow to the area and cause tissue damage.

- **E-Elevation:** Use in combination with ice and compression, elevation can also minimize internal tissue bleeding and subsequent swelling. Elevate the injured part above the heart as much as possible for the first 72 hours, or longer if the swelling persists.

Resource: Sport First Aid pg. 77

Fainting

Temporary unresponsiveness not caused by a head injury. Can be classified as a mild form of shock.

Cause: Usually brought on by extreme fatigue, dehydration, low blood pressure, or illness.

Ask if experiencing symptoms: nausea, weakness, headache, fatigue, dizziness

Check for signs: pale, cool, clammy skin, possibly shallow and rapid breathing, possible loss of responsiveness

Prevention:

If an athlete feels dizzy, seat the athlete with the head between the knees

If athlete is responsive:

1. Instruct the athlete to either sit (on a chair or bench) with head between knees or lie down.
2. Monitor and treat for shock if necessary and send for emergency medical assistance if it occurs.
3. If the athlete does not recover within a few minutes, send for emergency medical assistance.

If athlete is unresponsive:

1. Monitor breathing and circulation and provide CPR if needed
2. Send for emergency medical assistance if the athlete does not recover within a few minutes
3. Place athlete in recovery position (if uninjured) or HAINES position (if injured), not on back, to allow fluids to drain from the mouth.

HAINES position: Kneel beside the athlete, place the athlete's closest arm above the head and the farthest arm across the chest, bend the athlete's nearest leg at the knee, place your hand under the hollow of the athlete's neck to help stabilize, roll the athlete toward you so that the head rests on the extended arm, bend both legs at the knees to stabilize the athlete.

4. Monitor and treat for shock if necessary and send for emergency medical assistance if it occurs.

Resource: Sport First Aid pg. 131



II. WELLNESS

What are Bloodborne Pathogens?

Bloodborne pathogens are infectious microorganisms in human blood that can cause disease in humans. These pathogens include, but are not limited to, hepatitis B (HBV), hepatitis C (HCV) and human immunodeficiency virus (HIV). Needlesticks and other sharps-related injuries may expose workers to bloodborne pathogens. Workers in many occupations, including first aid team members, housekeeping personnel in some industries, nurses and other healthcare personnel may be at risk of exposure to bloodborne pathogens.

Precautions to protect against blood-borne pathogens

If care of an injured athlete involved handling:

- Bloody wounds or dressings,
- Mouth guards,
- Body fluids
- Bloody linen or clothing, or
- bloody playing surfaces and equipment,

Then follow these guidelines:

1. Wear disposable examination gloves (latex free, to avoid allergic reactions)
2. Wear safety glasses or a face shield if your face will be exposed to blood or bloody fluids
3. Use a resuscitation mask or shield to administer CPR
4. Immediately wash any portion of your skin that comes in contact with blood or bodily fluid
5. Bag contaminated linens or clothing, and then wash them in hot water and detergent
6. Clean contaminated floors, equipment, and other surfaces with a 1:10 solution of bleach and water. Wiping up the solution reduces its effectiveness, so you should let the surface air dry after the solution is applied.
7. Remove your contaminated gloves properly. Place contaminated gloves and bandages in a biohazard waste bag.
8. Immediately wash your hands with soap and water after removing the examination gloves. You can clean with an alcohol-based hand rub, but if your hands are visibly soiled, wash with soap and water

Controlling External Bleeding:

1. Cover the wound with a sterile dressing
2. Apply direct pressure until bleeding stops
3. Cover dressing with bandage- check for circulation beyond the injury
4. If bleeding does not stop- call 911, apply more dressing and bandages as well as apply more pressure



II. WELLNESS

G. Decision Making Skills

Building Health Skills:

Analyzing Influences: How do you decide what foods to eat? Do you select certain foods because they are familiar from your culture? Does advertising affect your choices? Do you try foods if your friends like them? An important skill for promoting health is recognizing the influence culture, media, and friends have on your health.

Accessing Information: Which sources of information about health-related products and services can you trust? How do you locate a doctor or mental-health counselor in your community? TO answer such questions you need to know how to find and evaluate health information.

Communicating: Being able to communicate your thoughts and feelings effectively helps you to maintain close relationships. Good communication skills allow you to resolve conflicts. They also help you express your opinions and show caring and respect for others.

Making Decision: Making wise decisions is key to protecting your health. The DECIDE process can help you make difficult decisions. This process teaches you to identify your alternatives, think about the possible outcomes of a decision, and consider your values. Your values are the standards and beliefs that are most important to you.

DECIDE Model

D- Define the problem. Consider the decision you are facing, and state the issue clearly. It is important or complex enough to warrant using DECIDE? Some choices are so easy that you already know what to do. In other situations, your **decision won't really make much difference.**

E-Explore the alternatives. Make a list of possible alternatives for solving your problem. Include "doing nothing" if it is appropriate. If you need more information to fully understand the problem or any of the alternatives, do the research now. You may find that some of the choices are unrealistic. If so, remove them from the list.

C-Consider the consequences. One by one, think through what might happen if you were to choose each alternative on your list. Be sure to do the following: include both positive and negative results, consider what possibly would happen, not what you hope to happen, and ask yourself: how risky is each alternative? What are its chances of success? How would affect my future? Remember to consider the effects on other people as well.

I-Identify your values. Sometimes your values influence your decision even when you are not aware of the influence. At other times, you may overlook your values because you want something badly. When you do this, however you may feel uncomfortable with your decision later.

D-Decide and act. Use the information you have collected to compare the alternatives. Decide which one is best for you. **Remember, sometimes there is more than one "right" choice. Make a plan to act on your decision. You may need to break the plan into smaller steps. Set realistic deadlines for each step. Then follow through with your plan. '**

E-Evaluate the results. Sometime after you have put your decision into effect, take some time to review it.



II. WELLNESS

Setting Goals

The goals you set help you translate knowledge into behavior. Once you set a goal, you can develop an action plan. The plan is like a roadmap that helps you get from where you are to where you want to go.

Practicing Healthful Behaviors

Do some of your current behaviors enhance your health? Do others place your health at risk? You need to develop strategies for maintaining healthy behaviors and reducing risky behaviors. Often, you will need to practice a new behavior repeatedly until it becomes a habit.

Advocacy

To advocate means to speak or write in support of a person or issue. The skill of advocacy involved using communication to influence and support others in making positive health decisions.

Resource: Prentice Hall Health pg. 14



III. FUNCTIONAL MOVEMENT

III. Functional Movement A. Functional Movement and the 10 Physical Skills

Functional movements are universal motor recruitment patterns; they are performed in a wave of contraction from core to extremity; and they are compound movements- i.e. they are multi-joint. They are natural, effective, and efficient locomotors of body and external objects. But no aspect of functional movements is more important than their capacity to move large loads over long distances, and to do so quickly. Collectively these three attributes (load, distance, and speed) uniquely qualify functional movements for the production of high power. Intensity is defined exactly as power, and intensity is the independent variable most commonly associated with maximizing adaptation to exercise. (CrossFit Training Guide, pg. 3)

There are ten recognized general physical skills. They are cardiovascular/respiratory endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance, and accuracy. You are as fit as you are competent in each of these ten skills. A regimen develops fitness to the extent that it improves each of these ten skills. (CrossFit Training Guide, pg. 17)

B. Squat Series

Bodyweight (air) squat

The squat is essential to your well-being. The squat can both greatly improve your athleticism and keep your hips, back, and knees sound and functioning in your senior years.

Not only is the squat not detrimental to the knees it is remarkably rehabilitative of cranky, damaged, or delicate knees. In fact, if you do not squat, your knees are not healthy regardless of how free of pain or discomfort you are. This is equally true of the hips and back.

The squat, in the bottom position, is nature's intended sitting posture (chairs are not part of your biological make-up), and the rise from the bottom to the stand is the biomechanically sound method by which we stand-up. There is nothing contrived or artificial about this movement.

Frequently, we encounter individuals whose doctor or chiropractor has told them not to squat. In nearly every instance this is pure ignorance on the part of the practitioner. When a doctor that doesn't like the squat is asked, "by what method should your patient get off of the toilet?" they are at a loss for words. In a similarly misinformed manner we have heard trainers and health care providers suggest that the knee should not be

How to Squat

Here are some valuable cues to a sound squat. Many encourage identical behaviors.

1. Start with the feet about shoulder width apart and slightly toed out.
2. Keep your head up looking slightly above parallel.
3. Don't look down at all; ground is in peripheral vision only.
4. Accentuate the normal arch of the lumbar curve and then pull the excess arch out with the abs.
5. Keep the midsection very tight.
6. Send your butt back and down.
7. Your knees track over the line of the foot.
8. Don't let the knees roll inside the foot. Keep as much pressure on the heels as possible.
9. Stay off of the balls of the feet.
10. Delay the knees forward travel as much as possible.
11. Lift your arms out and up as you descend.
12. Keep your torso elongated.
13. Send hands as far away from your butt as possible.
14. In profile, the ear does not move forward during the squat, it travels straight down.
15. Don't let the squat just sink, but pull yourself down with your hip flexors.
16. Don't let the lumbar curve surrender as you settle in to the bottom.
17. Stop when the fold of the hip is below the knee - break parallel with the thigh.
18. Squeeze glutes and hamstrings and rise without any leaning forward or shifting of balance.
19. Return on the exact same path as you descended.
20. Use every bit of musculature you can; there is no part of the body uninvolved.
21. On rising, without moving the feet, exert pressure to the outside of your feet as though you were trying to separate the ground beneath you.
22. At the top of the stroke stand as tall as you possibly can.



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bent past 90 degrees. It's entertaining to ask proponents of this view to sit on the ground with their legs out in front of them and then to stand without bending the legs more than 90 degrees. It can't be done without some grotesque bit of contrived movement. The truth is that getting up off of the floor involves a force on at least one knee that is substantially greater than the squat.

On the athletic front, the squat is the quintessential hip extension exercise, and hip extension is the foundation of all good human movement. Powerful, controlled hip extension is necessary and nearly sufficient for elite athleticism.

"Necessary" in that without powerful, controlled hip extension you are not functioning anywhere near your potential.

"Sufficient" in the sense that everyone we've met with the capacity to explosively open the hip could also run, jump, throw, and punch with impressive force.

Secondarily, but no less important, the squat is among those exercises eliciting a potent neuroendocrine response.

This benefit is ample reason for an exercise's inclusion in your regimen.

The Air Squat

All our athletes begin their squatting with the "air squat", that is, without any weight other than body weight. As a matter of terminology when we refer to the "squat" we are talking about an unladen, bodyweight only squat. When we wish to refer to a weighted squat we will use the term back squat, overhead squat, or front squat referring to those distinct weighted squats. The safety and efficacy of training with the front, back, and overhead squats, before the weightless variant has been mastered retards athletic potential.

When has the squat been mastered? This is a good question. It is fair to say that the squat is mastered when both technique and performance are superior. This suggests that none of the twenty-three points above are deficient and fast multiple reps are possible. Our favorite standard for fast multiple reps would be the Tabata Squat (20 seconds on/10 seconds off repeated 8 times) with the weakest of eight intervals being between 18-20 reps. **Don't misunderstand - we're looking for 18-20 perfect squats in twenty seconds, rest for ten and repeat seven more times for a total of eight intervals.**

The most common faults to look for are surrendering of the lumbar curve at the bottom, not breaking the parallel plane with the thighs, slouching in the chest and shoulders, looking down, lifting the heels, and not fully extending **the hip at the top. Don't even think about weighted squats until none of these faults belong to you.**

A relatively small angle of hip extension (flat back) while indicative of a beginner's or weak squat and caused by weak hips extensors is not strictly considered a fault as long as the lumbar spine is in extension.



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Common Faults or Anatomy of a Bad Squat



Not breaking the parallel plane

Rolling knees inside feet

Dropping head

Losing lumbar extension (rounding the back - this may be the worst)



Dropping the shoulders

Heels off the ground

Not finishing the squat - not completing hip extension

Causes of the Bad Squat

1. Weak glute/hamstring. The glutes and hams are responsible for powerful hip extension, which is the key to the athletic performance universe.
2. Poor engagement, weak control, and no awareness of glute and hamstring. The road to powerful, effective hip extension is a three to five year odyssey for most athletes.
3. Resulting attempt to squat with quads. Leg extension dominance over hip extension is a leading obstacle to elite performance in athletes.
4. Inflexibility. This is a powerful contributor to slipping out of lumbar extension and into lumbar flexion – the worst fault of all.
5. Sloppy work, poor focus. This is not going to come out right by accident. It takes incredible effort. The more you work on the squat the more awareness you develop as to its complexity.



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Therapies for Common Faults

Bar Holds: Grab a bar racked higher and closer than your normal reach at bottom of squat, then settle into perfect bottom with chest, head, hands, arms, shoulders, and back higher than usual. Find balance, let go, repeat closer and higher, etc. Lifts squat (raises head, chest, shoulders, and torso) putting more load on heels and glute/hams. This immediately forces a solid bottom posture from which you have the opportunity to feel the forces required to balance in good posture. This is a reasonable shoulder stretch but not as good as the overhead squat. (See page 32). This is a very effective therapy.

Box Squatting: Squat to a ten inch box, rest at bottom without altering posture, then squeeze and rise without rocking forward. Keep perfect posture at bottom. This is a classic bit of technology perfected at the Westside Barbell Club. See their site and links.

Bottom to Bottoms: Stay at the bottom and come up to full extension and quickly return to bottom spending much more time at bottom than top. For instance sitting in the bottom for five minutes coming up to full extension only once every five seconds, i.e. sixty reps. Many will avoid the bottom like the plague. You want to get down there, stay down there, and learn to like it.

Overhead Squats: Hold broom stick at snatch grip width directly overhead, arms locked. Triangle formed by arms and stick must stay perfectly perpendicular as you squat. Good shoulder stretch and lifts squat. With weight, this exercise demands good balance and posture or loads become wildly unmanageable. The overhead squat is a quick punisher of sloppy technique. If shoulders are too tight this movement will give an instant diagnosis. You can move into a doorway and find where the arms fall and cause the stick to bang into doorway. Lift the arms, head, chest, back, and hip enough to travel up and down without hitting the doorway. Over time, work to move feet closer

Squat Troubleshooting - Common Faults and Therapies

Faults	Causes	Therapies
Not going to parallel (not deep enough)	Weak hip extensors, laziness, quad dominance	Bottom to bottoms, Bar Holds, Box Squatting
Rolling knees inside feet	Weak adductors, cheat to quads	Push feet to outside of shoe, deliberately adduct (attempt to stretch floor apart beneath feet)
Dropping head	Lack of focus, weak upper back, lack of upper back control	Bar Holds, Overhead Squats
Losing lumbar extension	Lack of focus, tight hamstrings, cheat for balance due to weak glute/hams	Bar Holds, Overhead Squats
Dropping shoulders	Lack of focus, weak upper back, lack of upper back control, tight shoulders	Bar Holds, Overhead Squats
Heels off ground	Cheat for balance due to weak glute/hams	Focus, Bar Holds
Incomplete hip extension	Cheating, sets wrong neurological pattern avoiding most important part of squat	String Touch



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and closer to doorway without hitting. The broomstick foundation is critical to learning the Snatch – **the world's fastest lift.**

String Touch: Hang something on a string, like a tennis ball or shrunken head, at max reach, and touch it at every rep. Alternate hands touching. This is a great Tabata drill. This drill will knock the Tabata Interval score (lowest **number of squats in any of eight intervals**) down for those **people who don't complete their squats by not fully extending the hip.** (CrossFit Training Guide)

Developing a Safe Squatting Style The following steps are critical for developing a technically correct and safe squatting style.

Hands-Free Bodyweight Squat For the hands-free bodyweight squat, start your client with the arms extended in front of the body at shoulder height. The key to learning to squat is learning to recruit the glutes. When teaching the squat, place a twenty-inch band or piece of Theratube or a green mini-band just below the knee. Tell the athlete to stretch the band. This really recruits the glutes and forces the athlete out of a valgus squat. The chest should be up, and the upper and lower back should be arched and tight. Feet should be approximately shoulderwidth apart and slightly turned out, about ten to fifteen degrees. The stance may be widened to obtain proper depth if flexibility is a problem. A one-by-four board, a ten-pound plate, or a wedge may be placed under the heels if the athlete tends to lean forward during the descent, if the heels lose contact with the ground, or if the pelvis rotates posteriorly in the descent. Although many authorities caution against an object under the heels, athletes at our training facility have experienced great success and no knee pain when using this method. (Advances in Functional Training, Boyle)

Coaching the Bodyweight Squat • Prior to descending into a squat, have the client inhale deeply to fully inflate the lungs. Fully inflated lungs brace the upper and lower back.

- **When descending into the squat, cue the client to sit back, placing the weight on the heels. Bodyweight on the mid-foot or toes causes an undesirable forward lean.**
- **The client should not let the breath out, and the hands should stay level with the shoulders. • Instruct him to descend slowly until the femurs are parallel with the floor. Insist on the proper depth with light weights for better results.**
- **In the descent, the knees should be pushed out against the band in a conscious abduction action. This abduction push recruits the glutes and will quickly turn bad squatters into good squatters. Have the client push the knees laterally over the toes.**

This is the key to teaching squatting. An abduction force turns on the muscles that control the femur. Very often athletes who have experienced knee pain during squatting will no longer experience pain with this technique. Teaching squatting with a band to facilitate abduction turns on the femoral control mechanism. Many athletes squat using primarily the wrong muscles. This ties in with our discussion of glute activation found in the core section on page 91.

- **In the ascent, have the client concentrate on driving upward with the chest out, bringing the hips up and forward.**



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- Tell the client to drive the heels into the floor, and to maintain the abduction pressure on the band.
- He should exhale slowly, letting the air hiss out of the lungs like a punctured a tire.

The squat is a safe movement when done properly. Start with bodyweight to develop proper technique and progress to higher weights after technique is perfect. Injuries occur only when athletes fail to adhere to proper technique.
(Advances in Functional Training, Boyle)



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AIR SQUAT

The Air Squat is Foundational to the Front Squat and Overhead Squat

1. TEACHING THE MOVEMENT

Setup:

- Stance = shoulder width
- Full extension at hips and knees

Execution:

- Weight on heels
- Lumbar curve maintained
- Chest up
- Butt travels back and down
- Bottom of squat is below parallel (hip crease is below the top of the kneecap)
- Knees track parallel to feet
- Return to full extension at the hips and knees to complete the move
- Head position is neutral

2. SEEING THE MOVEMENT

Primary Points of Performance:

- Lumbar curve maintained
- Weight in heels
- Depth below parallel
- Knees track over feet

3. CORRECTING THE MOVEMENT

FAULT – Lazy lumbar curve, or losing it

- Fix – Lift the chest while engaging the hip flexors by anteriorly rotating the pelvis strongly.
- Fix – Raise the arms as you descend to the bottom of the squat.

FAULT – Weight shifts forward to balls of feet.

- Fix – Exaggerate weight in the heels by floating the toes slightly throughout the entire movement.

FAULT – Not low enough.

- Fix – Cue “Lower!” and do not relent.
- Fix – Squat to a 10” box or medicine ball to develop awareness of depth.

FAULT – Knees roll in.

- Fix – Cue “Push your knees out” or “Spread the ground apart with your feet.”
- Fix – Touch the outside of the knee and have the athlete press into your hand.

FAULT – Train wreck squat: Inability to maintain lumbar curve, stay on heels, and get to depth all at the same time.

FAULT – Immature squat: Lumbar curve is maintained, depth might be there, and heels are in contact with the ground, but the athlete has to cantilever forward excessively onto the quads to maintain balance.

- Fix – Squat Therapy: Set up the athlete facing a wall or pole with a 10” box under their butt. Set them up in the proper stance, with heels to the box, chest close to wall. Have them squat to the box slowly, maintaining control and weight in the heels.



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SQUAT

Squat Teaching Points

There are four primary teaching points:

1. Stance
2. Hips Back
3. Bottom Position
4. Finish Position

1. Stance – This is where to start

Adult Cue

Feet shoulder width apart, toes slightly turned out, weight rooted through the heels.

Preschool & Kids Cue

Thumbs on outside of shoulders, match heels to thumbs (and/or tape on ground about 12" apart and match heels to the tape).

Teens Cue

Thumbs on the outside of shoulders, match heels to thumbs (and/or tape on the ground about 18" apart and match heels to the tape).

2. Hips Back

Adult Cue

Butt back and down.

CrossFit Kids Cue

Hips back.

Have the CrossFit Kid(s) put their hands out and then grab their hips; explain that these are their hips. Then, telling them to keep their chest up and knees straight, have them push their hips back and re-stand, bending only at the hip. Ensure the hips are doing the moving backwards and forwards, not the chest falling and rising.

3. Bottom Position – This is where to go

Adult Cue

Crease of the hip below the knee.

CrossFit Kids Cue

Pockets below the knees.

Have the kids interlock their thumbs and push their arms straight out in front of their body so the hands make a butterfly (rocket or eagle for the boys) in front of their face. Then repeat the "hips back" drill from above several times, this time with arms raised. Then have them push their hips back and sit down so the pockets are below the knees.

4. Finish Position – This is where to finish

Adult Cue

Stand all the way up/knees and hips fully open at the top with a neutral spine and body bisected by the frontal plane.

CrossFit Kids Cue

Stand up like a superhero.

Have the CrossFit Kid(s) stand tall and the end of the movement, chest out like a superhero and hands on hips.



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II. Front Squat

Clean-Grip Front Squat Do not allow a crossover grip in the front squat. Athletes must be able to execute a good front squat to be able to clean properly. The front squat start position is used for the clean catch, the push jerk and the push press. Even if you elect to use the back squat as your primary lower-body exercise, the front squat is still an excellent way to teach the squat.

- **Front squats require perfect body position.**
- **Front squats develop shoulder flexibility, which is a big plus in the bench press**—dominated world of strength training. Flexibility is enhanced if a clean grip is used.

Front squats require less weight and put less pressure on the ego; no one seems to beg for more weight in the front squat. If you are having trouble developing proper squat technique with your athletes, you are attempting to use too much weight too soon, or your athletes have inadequate flexibility or mobility in the hips and ankles.

The optimal way to stretch for the squat is to sit in the full-squat position, with the elbows on the inner sides of the knees, pushing the knees out over the toes while arching the back. Make the time for your athletes to master the technique over the first month if necessary, and work hard on the singleleg exercises after your squat workouts.

Hands-Free Front Squat Again with the arms extended in front of the body, the hands at shoulder height, place a bar **across the client's front deltoids. The bar should be in contact with the throat, and should be making the squatter uncomfortable, but not unable to breathe.** The hands deliberately do not touch the bar. This teaches athletes to carry the bar on the shoulders, not on the wrists. Learning to carry the bar with the shoulders will make better squatters and better Olympic lifters. Do not neglect this important point. Follow the descent and ascent instructions for the hands-free bodyweight squat on the previous page.



III. FUNCTIONAL MOVEMENT

FRONT SQUAT

The Setup, Execution, Points of Performance, and Corrections carry over exactly from the Air Squat. We now add to those a load in the FRONT RACK POSITION.

1. TEACHING THE MOVEMENT

Setup:

- Stance = shoulder Width
- Full extension at hips and knees
- Bar "racked" on the shoulders (create a shelf with the shoulders for bar to sit on), hands outside shoulders, loose fingertip grip.
- Elbows high, upper arm parallel to the ground.

Execution:

- Weight on heels
- Lumbar curve maintained
- Chest up
- Elbows high; arms stay parallel to the ground throughout the whole movement
- Butt travels back and down
- Bottom of squat is below parallel (hip crease is below the top of the kneecap)
- Knees track parallel to feet
- Return to full extension at the hips and knees to complete the move
- Head position is neutral

2. SEEING THE MOVEMENT

Primary Points of Performance:

- Bar racked properly: elbows high, hands just outside shoulders, bar rests on shoulders with a loose fingertip grip
- Elbows high throughout the movement

3. CORRECTING THE MOVEMENT

All faults and fixes from the Air Squat apply to this movement, plus the following:

FAULT – Bar not in contact with the torso or holding bar out in front.

- Fix – Cue "Elbows high and allow bar to roll back onto fingertips."

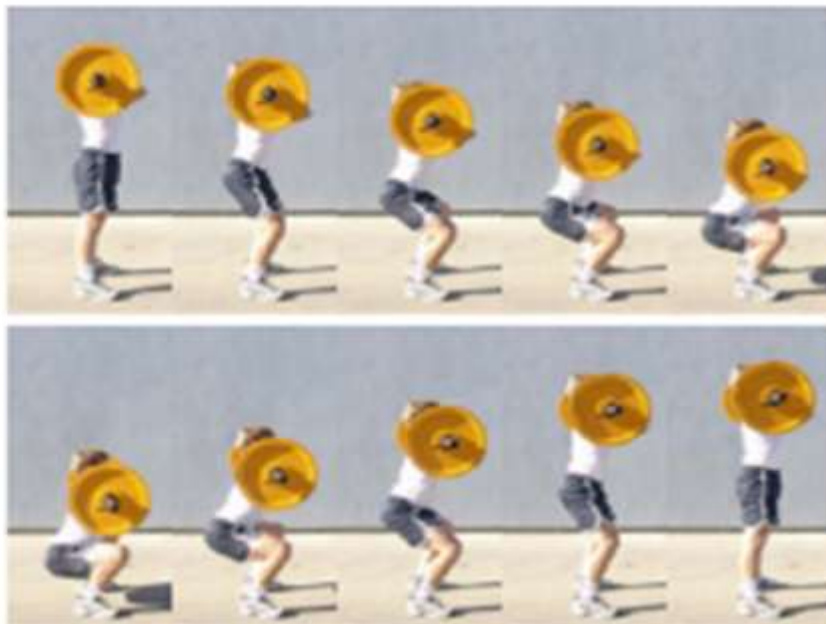
FAULT – Elbows drop and chest comes forward.

- Fix – Cue "Elbows UP UP UP! And big chest."
- Fix – Tactile Cue – Place a hand or arm under the athlete's elbows to help keep them lifted.

Front Squat

- Bar rests on chest and shoulders with loose grip "racked"
- Mechanics like other squats

The hardest part of the front squat may be the "racked position". Practice until your wrists are "O.K." with it. Handstands help. This one will force shoulder and wrist flexibility.





III. FUNCTIONAL MOVEMENT

FRONT SQUAT

Front Squat Teaching Points

There are two primary teaching points:

1. Air Squat
2. Rack Position

1. Squat

The front squat builds off the mechanics of the squat; nothing discussed in the squat changes. Start the front squat by reviewing the squat, and remind Kids and Teens the front squat is the receiving position for the Olympic clean.

2. Rack Position – This is where to start/finish

Adult Cue

Bar racked on shoulders, hands outside shoulders, loose fingertip grip on barbell, elbows high with upper arm parallel to the ground.

Preschool and Kids Cue

Unloaded or dumbbell only. Hands on shoulders, pretend elbows are lasers, point lasers at targets on the wall.

Teens Cue

Bar racked on shoulders, hands outside shoulders, loose fingertip grip on barbell, elbows high with upper arm parallel to the ground.

3. Front Squat Points of Performance

	Preschool	Kids	Teens
1	Stance	Stance	Stance
2	Rack position	Rack position	Rack position
3	Begin movement w/ hips	Begin movement w/ hips	Begin movement w/ hips
4	Stand tall at top	Hips below knees	Bar in contact with torso
5		Stand tall at top	Bar path in frontal plane
6			Chest up and lumbar curve maintained
7			Weight in heels
8			Knees in line w/ feet
9			Full range of motion

Front Squat Therapy – Problems and Fixes

Fault	Cause	Fix
Chest down and/or elbows down	Flexibility, balance, strength, or awareness.	CrossFit Kids trainer shelf and slowly raise the shelf as they improve.
Bar not in contact with body	Flexibility, awareness, or laziness.	TEENS—roll the bar back onto shoulders and push elbows up.



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iii. Overhead Squat

The overhead squat is the ultimate core exercise, the heart of the snatch, and peerless in developing effective athletic movement. This functional gem trains for efficient transfer of energy from large to small body parts – the essence of sport movement. For this reason it is an indispensable tool for developing speed and power. The overhead squat also demands and develops functional flexibility, and similarly develops the squat by amplifying and cruelly punishing faults in squat posture, movement, and stability.

There are three common obstacles to learning the overhead squat. The first is the scarcity of skilled instruction—outside of the Olympic lifting community most instruction on the overhead squat is laughably horribly, wrong—dead wrong. The second is a weak squat—you need to have a rock-solid squat to learn the overhead squat. We strongly recommend you review the December 2002 issue of the CrossFit Journal on squatting before attempting the overhead squat; you could save yourself a lot of time in the long run. The third obstacle is starting with too much weight. **You'll need to use a length of dowel or plastic PVC pipe; use anything over five pounds to learn this move and your overhead squat will be stillborn.**

Here is our seven step process for learning the overhead squat:

Start only when you have a strong squat and use a dowel or PVC pipe, not a weight. You should be able to maintain a rock-bottom squat with your back arched, head and eyes forward, and body weight predominantly on your heels for several minutes as a prerequisite to the overhead squat. Even a 15-pound training bar is way too heavy to learn the overhead squat

Learn locked-arm “dislocates” or “pass-throughs” with the dowel. **You want to be able to move the dowel nearly three-hundred and sixty degrees starting with the dowel down and at arms length in front of your body and then move it in a wide arc until it comes to rest down and behind you without so much as slightly bending your arms at any point in its travel.** Start with a grip wide enough to easily pass through, and then repeatedly bring the hands in closer until passing through presents a moderate stretch of the shoulders. This is your training grip.

Be able to perform the pass-through at the top, the bottom, and everywhere in between while descending into the squat. Practice by stopping at several points on the path to the bottom, hold, and gently, slowly, swing the dowel from front to back, again, with locked arms. At the bottom of each squat slowly bring the dowel back and forth moving from front to back.

Learn to find the frontal plane with the dowel from every position in the squat. Practice this with your eyes closed. You want to develop a keen sense of where the frontal plane is located. This is the same drill as step 3 but this time you are bringing the dowel to a stop in the frontal plane and holding briefly with each pass-through. Have a training partner check to see if at each stop the dowel is in the frontal plane.

Start the overhead squat by standing straight and tall with the dowel held as high as possible in the frontal plane.

You want to start with the dowel directly overhead, not behind you, or, worse yet, even a little bit in front. Very slowly lower to the bottom of the squat, keeping the dowel in the frontal plane the entire time. Have a training partner watch from your side to make sure that the dowel does not move forward or backward as you

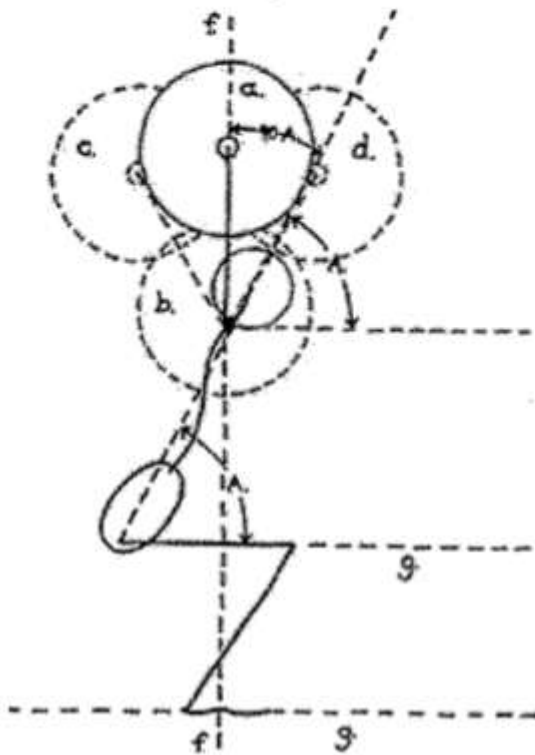


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squat to bottom. Moving slightly behind the frontal plane is O.K., but forward is dead wrong. If you cannot keep the dowel from coming forward your grip may be too narrow. The dowel will not stay in the frontal plane automatically; you'll have to pull it back very deliberately as you descend.

Practice the overhead squat regularly and increase load in tiny increments. We can put a 2.5-pound plate on the dowel, then a 5, then a 5 and a 2.5, and then a 10. Next use a 15-pound training bar, but only while maintaining perfect form. There's no benefit to adding weight if the dowel, and later the bar, cannot be kept in the frontal plane.

With practice, you will be able to bring your hands closer together and still keep the bar in the frontal plane. Ultimately you can develop enough control and flexibility to descend to a rock bottom squat with your feet together and hands to-



A: The torso's angle of inclination above horizontal. As a squat matures this angle increases. The squat becomes more upright as the athlete's strength and neural "connectedness" to the posterior chain increase. Lower angles of inclination are created in an attempt to cantilever away from a weak posterior chain and onto the quadriceps. While technically correct, the lower angle is mechanically disadvantaged.

90-A: This is the angle of rotation of the arms, at the shoulders, past overhead. The lower A is, the greater the rotation, 90-A, required of the shoulders to keep the bar in the frontal plane. The larger 90-A is, the wider the grip required to allow the shoulders to rotate to keep the bar in the frontal plane. Ultimately the connectedness/strength of the posterior chain will determine the width of the grip, elevation of the squat, and degree of rotation of the shoulders. Maturity and quality of the squat is a determinant of all of the mechanics of the overhead squat.

g: These lines mark horizontal

f: This line defines the frontal plane. It divides the athlete front half from back half. In the squat (as with most weightlifting movements) the athlete endeavors to keep the load in this plane. If a load deviates substantially from this plane the athlete has to bring the load back, which in turn pulls the athlete off balance.

b: This is roughly the position for a back or front squat.

a: This is the position for the overhead squat. With perfect stability, movement, and alignment this position does not increase the moment about the hip or back. The difference in an athlete's strength when squatting here, overhead, as opposed to position b, the back or front squat, is a perfect measure of instability in the torso, legs, or shoulders, and improper line of action in the shoulders, hips, or legs, and weak or flawed posture in the squat.

c: This position has the load behind the frontal plane. It can actually decrease the moment on the hip and back. As long as balance is maintained the position is strong.

d: This is a fatal flaw in the overhead squat. Even slight movement in this direction greatly increases the moment in the hip and back. Moving in this direction with even a small load can collapse the squat like a house of cards.





III. FUNCTIONAL MOVEMENT

OVERHEAD SQUAT

The Setup, Execution, Points of Performance, and Corrections carry over exactly from the Air Squat. We now add to those a load in the OVERHEAD POSITION

1. TEACHING THE MOVEMENT

Setup:

- Stance = shoulder width
- Full extension at hips and knees
- Bar held overhead, in the frontal plane, with a wide grip
- Active shoulders
- Elbows locked

Execution:

- Weight on heels
- Lumbar curve maintained
- Chest up
- Maintain constant upward pressure on the bar, and active shoulders, to support the load
- Bar remains in the frontal plane or slightly behind
- Butt travels back and down
- Bottom of squat is below parallel (hip crease is below the top of the kneecap)
- Knees track parallel to feet
- Return to full extension at the hips and knees to complete the move
- Head position is neutral
- Return to full extension at the top of movement.

2. SEEING THE MOVEMENT

Primary Points of Performance:

- Active shoulders throughout movement
- Bar stays overhead, in the frontal plane

3. CORRECTING THE MOVEMENT

All faults and fixes from the Air Squat apply to this movement, plus the following:

FAULT – Lazy elbows and shoulders.

- Fix – Cue athlete to actively press the bar up; use your hands to push the elbows straight and the shoulders into the ears.

FAULT – Bar goes forward of the frontal plane.

- Fix – Cue the athlete to press the bar up and pull it back to overhead or slightly behind.



III. FUNCTIONAL MOVEMENT

OVERHEAD SQUAT

Overhead Squat Teaching Points

There are two primary teaching points:

1. Air Squat
2. Overhead Position

1. Squat

The overhead squat builds off the mechanics of the squat; nothing discussed above changes. Start the overhead squat by reviewing the squat, and remind Kids and Teens the overhead squat is the receiving position for the Olympic snatch.

2. Overhead Position – This is where to start/finish

Adult Cue

Bar is overhead in the frontal plane, active shoulders, armpits forward and elbows locked in extension.

Preschool and Kids Cue

Unloaded and as skill work only; make a "Y" and hold up the sky.

Advanced Kids and Teens

Make a "Y" and hold up the sky, or bar overhead and cover your ears with your shoulders.

Overhead Squat Points of Performance

	Preschool	Kids	Teens
1	Stance	Stance	Stance
2	Overhead position	Overhead position	Overhead position
3	Begin movement w/ hips	Begin movement w/ hips	Begin movement w/ hips
4	Pockets below knees.	Pockets below knees.	Bar path in frontal plane
5	Stand tall at top.	Stand tall at top	Chest up and lumbar curve maintained
6			Weight in heels
7			Knees in line w/ feet
8			Full range of motion

Overhead Squat Therapy – Problems and Fixes

Fault	Cause	Fix
Chest down and/or hands not overhead	Flexibility, balance, strength, or awareness	Preschool and Kids – tap their hands or move them to overhead. Teens – verbal cue "pull the bar back"; if it is still in the improper place, move them to overhead.
Loss of active shoulders	Flexibility, strength, awareness	Preschool and Kids – tell them to hold up the sky; if there's still a problem, tap their hands and move to overhead. Teens – Verbal cue "active shoulders"; if there's still a problem then move to the proper position.



III. FUNCTIONAL MOVEMENT

B. Deadlift

Deadlift or Die!

By Mike Robertson

The truth is that pulling, like squatting, is hard work! When it comes down to it, the only lifts that use more muscles than deadlifting are the snatch and the clean-and-jerk. I love the Olympic lifts, but to be honest a lot of people **don't have the time or resources to learn them and enjoy all their benefits. Therefore, deadlifting (or pulling as I'll refer to it from here on out)** is an excellent choice for putting slabs of muscle on your frame and making you stronger from head to toe.

1. **Heels in Close, Weight on Heels:** When I attended the USAPL Men's Nationals this year, I got to see some of the freakiest lifters in the nation do their thing. One of these lifters included Greg Page, a 148-pound guy who pulled a whopping 578 at the meet! He later stated that one of the most important things to do when pulling was to **make sure your heels were as close to the bar as possible. I didn't necessarily understand this until I tried it, but it works** (especially for sumo deadlifts).

To get your heels in close, you probably need to turn your feet out a little more than usual. At this point, try to get your heels underneath the bar. By doing this you ensure the bar is as close to your shins as possible, thereby improving your line of pull before you actually pull!

2. **Big Breath, Core Tight:** This one is pretty self-explanatory, but I'll explain it anyway. While you're setting up, you need to take in a big breath and get your entire core tight. By getting tight, I mean getting your abs and low back set like you're about to get punched in the stomach. By "bracing," as we call it, you ensure that your body is ready to move maximal weight.

3. **Head and Chest Up:** Whenever you set up, make sure your eyes are looking slightly upwards and your chest is up. This rule is pretty much universal when it comes to lifting weights, but especially when it comes to deadlifting. Not only does it reinforce a neutral spine, but it also helps you to lift more weight.

4. **Hips High:** This may seem awkward to some, but when you pull you want your chest up and your hips high at the same time. I use this example for lifters struggling with the concept: Is it easier to do a half-squat or a full squat? This example usually gets the wheels turning and they realize what I'm talking about. The body is in a more biomechanically efficient position if the hips are high from the start.

5. **Don't Sit in the Bottom:** Research has shown us that the stretch reflex is all but negated after approximately four seconds. Some lifters may sit in the starting position for several seconds before they actually begin. Big mistake! **Not only do you lose the benefits of the stretch reflex, but you also can't maintain any air when you're in the bottom.** Try it out for yourself: take a big breath and then sit in the bottom position for a few seconds. For whatever reason, it's very hard to maintain your IAP (intraabdominal pressure) and ITP (intrathoracic pressure). Doing so can decrease not only your stability but your strength as well.

6. **Explode from the Middle:** I've read tons of articles on deadlifting. Some will say to initiate the pull from the legs, driving them through the floor; others will say to lead with the upper back and traps. To be honest, they're both right, and that's why I think about both when I pull.

You need to think of pulling as an explosion from the middle of your body. Once I'm tight I think to myself "three, two, one" just like a launch pad because I want to simultaneously drive my heels through the floor (which en-



III. FUNCTIONAL MOVEMENT

sure I'm using my glutes and hamstrings), while also pulling back with my traps and upper back (which helps keep the bar in close to the body).

If you only use one of these ideas, you lose the benefits of the other. For instance, only pulling with your upper back and traps tends to take your legs out of the lift. On the flip side, only driving your feet through the floor doesn't always keep the bar in as close as you'd like.

7. Pull FAST: I put this in caps because I think it's extremely important. If you're trying to move heavy weights, why on earth would you try and do it slowly? It makes absolutely no sense, yet I see tons of people trying to "muscle up" heavy deadlifts. It just doesn't work!

This goes hand in hand with the previous point: you want to explode from the middle and try to move the bar as fast as possible. Deadlifting may not always look fast (especially because you don't have much stretch reflex or an eccentric portion to the lift), but the fact is that if you want to move heavy weights, you have to try and move them quickly.

8. Keep Pulling: This is another point I can't emphasize enough. Pulling is hard, but it lends itself to "the grind." What we're talking about is that point where you don't think you have anything left in you, but you keep going and grind out the rep. Not only do you get stronger, but you also build confidence when you win battles with the heavy iron.

Please note that I'm not saying to train every set and rep to failure, but there are times when you're pulling heavy that the bar speed will slow down, you'll get out of your groove, and you'll have to go to war with the weight. The choice is yours, but those who grind out those big reps are the ones that'll end up with the stout physique and big numbers in the end.

Deadlift Therapy - Problems and Fixes

Fault	Cause	Fix
Loss of lumbar curve	Flexibility and/or load too heavy	Practice angry gorilla or reduce load.
Weight on toes or forefoot	Awareness	Tell them to sit onto the heels and pull the bar into the shins.
Shoulders behind bar	Awareness	Rock forward into hand and practice the set-up until they are able to reproduce that position.
Hips rise first	Awareness, strength	Check the set-up, if set-up is good, cue hips and shoulders at the same time. If this does not work try a verbal cue "lift shoulders first," or "begin the lift with your shoulders."
Shoulders rise first, bar pulls around knees	Awareness	Show them that the load moves away from the body when doing that. Verbal cue "the bar and hips move together."
Bar loses contact with legs	Awareness, strength	Check start position (bar rolling forward when making contact with shins) and initial pull (do hips rise first?). Verbal cue "drag the bar up your legs."
Improper descent	Awareness, strength	Practice returning the bar to the ground with PVC, and verbal cue "push the bar down your legs."



III. FUNCTIONAL MOVEMENT

DEAD LIFT

The Deadlift is foundational to the Sumo Deadlift High Pull and the Medicine Ball Clean.

1. TEACHING THE MOVEMENT

Setup:

- Stance = between hip width and shoulder width
- Weight in heels
- Back arched/lumbar curve locked in
- Shoulders slightly in front of the bar
- Bar in contact with the shins
- Arms locked straight
- Symmetrical grip outside the knees, just wide enough to not interfere with knees

Execution:

- Drive through the heels
- Extend legs while hips and shoulders rise at the same rate
- Once the bar passes the knees, the hip opens all the way up
- Bar maintains contact with the legs the entire time
- Head neutral
- On return to the floor, push hips back and shoulders forward slightly; delay the knee bend
- Once bar descends below the knees an

2. SEEING THE MOVEMENT

Primary Points of Performance:

- Lumbar curve maintained
- Weight on heels
- Shoulders slightly in front of bar on setup
- Hips and shoulders rise at same rate
- Bar stays in contact with legs throughout the movement
- At the top the hip is completely open and knees are straight

3. CORRECTING THE MOVEMENT

FAULT – Loss of lumbar curve

- Fix – Cue to pull hips back and lift the chest
- Fix – Touch person at lumbar curve and say, "Arch!" Do not relearn.
- Fix – Abort and decrease the load to where the lumbar arch can be maintained.

FAULT – Weight on or shifting to toes.

- Fix – Have athlete settle into the heels and pull hips back, maintaining tension in the hamstrings at start of movement, and focus on driving through heels.
- Fix – Check that the bar stays in contact with legs throughout the movement.

FAULT – Shoulders behind bar on setup.

- Fix – Raise hips to move shoulder over or slightly in front of the bar.

FAULT – Hips rise before the chest (stiff-legged deadlift).

- Fix – Allow the shoulders and chest to rise sooner. Cue "Lift your chest more aggressively" or "Lift the chest and hips at the same rate until the bar passes your knees."

FAULT – Shoulders rise without the hips. Bar travels around the knees instead of straight up.

- Fix – Be sure athlete is set up correctly: weight in heels and with shoulders in front of the bar. Cue "Push knees back as your chest rises."
- Fix – Block the knees' travel with your hand.
- Fix – Stick trick: Lock the person in between two sticks on either side of the bar and have them execute the move without hitting the sticks.

FAULT – Bar collides with knees on the descent.

- Fix – Initiate the return by pushing the hips back and delay the knee bend.

FAULT – Bar loses contact with legs.

- Fix – Cue "Pull the bar in to your legs the whole time."
- Fix – Tactile cue: Touch the athlete's leg where the bar should touch from thigh to shin.



III. FUNCTIONAL MOVEMENT

DEADLIFT

Deadlift Teaching Points

There are three primary teaching points:

1. Set-Up
2. Lift
3. Reset

1. Set-Up – This is where to start/finish

The sumo deadlift is taught unloaded or with a kettlebell to Preschool and Kids as it is a much more natural movement for them to adapt and use. Teens use both the sumo and standard stance deadlift with barbells.

Adult cue

Lumbar curve, weight in heels, shoulder over the bar, bar in contact with shins, arms straight, head neutral.

Preschool and Kids cue

Stand over and line your ankles up with the object. With your knees straight, bend over and grab the object. Get an angry gorilla back.

Teens cue

Hide the knot in your shoelaces with the bar. With your knees straight bend over and grab the object. Without moving the barbell push your knees forward until you touch the bar with your shins. Get an angry gorilla back. (If lifting an object other than a barbell, then use the same cues as the Kids).

2. Lift – This is where to go

Adult cue

Drive through the heels and extend legs while hips and shoulders rise at the same rate, once bar passes knees, hips extend.

Preschool & Kids cue

Keeping an angry gorilla back, stand up with the object.

Teens cue

Staying weighted through the heels, drag the bar up your shins.

3. Reset

Adult cue

Hips push back as shoulders move forward slightly, delaying the bending of the knees. Once the bar crosses the knee, the torso angle is set and the knees flex back into the start position.

Preschool & Kids cue

With an angry gorilla back set the object down.

Teens cue

Keeping the bar against your legs, push your hips back and lower the bar to your knees. When there, bend your knees and return the bar to the ground.



III. FUNCTIONAL MOVEMENT

C. Press Series

Shoulder Press, Push Press, Push Jerk

Introduction

This progression offers the opportunity to acquire some essential motor recruitment patterns found in sport and life **(functionality) while greatly improving strength in the “power zone” and upper body. In terms of power zone and functional recruitment patterns, the push press and push jerk have no peer among the other presses like the “king” of upper body lifts, the bench press.** As the athlete moves from shoulder press, to push press, to push jerk, the importance of core to extremity muscle recruitment is learned and reinforced. This concept alone would justify the practice and training of these lifts. Core to extremity muscular recruitment is foundational to the effective and efficient performance of athletic movement.

The most common errors in punching, jumping, throwing, and a multitude of other athletic movements typically express themselves as a violation of this concept. Because good athletic movement begins at the core and radiates to the extremities, core strength is absolutely essential to athletic success. The region of the body from which these **movements emanate, the core, is often referred to as the “power zone.” The muscle groups comprising the “power zone” include the hip flexors, hip extensors (glutes and hams), spinal erectors, and quadriceps.** These lifts are enormous aids to developing the power zone. Additionally, the advanced elements of the progression, the push press and jerk, **train for and develop power and speed. Power and speed are “king” in sport performance.**

The Role of the Abs in the Overhead Lifts

Athletically, the abdominals primary role is midline stabilization, not trunk flexion. They are critical to swimming, running, cycling, and jumping, but never is their stabilizing role more critical than when attempting to drive loads overhead, and, of course, the heavier the load the more critical the abs role becomes. We train our athletes to think of **every exercise as an ab exercise but in the overhead lifts it’s absolutely essential to do so. It is easy to see when an athlete is not sufficiently engaging the abs in an overhead press – the body arches so as to push the hips, pelvis, and stomach ahead of the bar.** Constant vigilance is required of every lifter to prevent and correct this postural deformation.

Summary

From shoulder press to push jerk the movements become increasingly more athletic, functional, and suited to heavier loads. The progression also increasingly relies on the power zone. In the shoulder press the power zone is used for stabilization only. In the push press the power zone provides not only stability, but also the primary impetus in both the dip and drive. In the push jerk the power zone is called on for the dip, drive, second dip, and squat. The role of the hip is increased in each exercise.

With the push press you will be able to drive overhead as much as 30% more weight than with the shoulder press. The push jerk will allow you to drive as much as 30% more overhead than you would with the push press. In effect the hip is increasingly recruited through the progression of lifts to assist the arms and shoulders in raising loads overhead. After mastering the push jerk you will find that it will unconsciously displace the push press as your method of choice when going overhead. The second dip on the push jerk will become lower and lower as you both mas-



III. FUNCTIONAL MOVEMENT

ter the technique and increase the load. At some point in your development, the loads will become so substantial that the upper body cannot contribute but a fraction to the movement at which point the catch becomes very low and an increasing amount of the lift is accomplished by the overhead squat.

On both the push press and jerk the “dip” is critical to the entire movement. It may come as a surprise to some that the dip is not a relaxed fall but an explosive dive. The stomach is held very tightly and the resultant turn around from dip to drive is sudden, explosive, and violent.

Try This: Start with 95 pounds and push press or jerk 15 straight reps rest thirty seconds and repeat for total of five sets of 15 reps each. Go up in weight only when you can complete all five sets with only thirty seconds rest between each and do not pause in any set.

And This: Repetition one: shoulder press, repetition two: push press, repetition three: push jerk. Repeat until shoulder press is impossible then continue until push press is impossible then five more push jerk. Start with 95 pounds and go up only when the total reps exceed thirty.

Press Therapy – Problems and Fixes

Fault	Cause	Fix
Bar forward of frontal plane	Awareness	Preschool & Kids – tap their hands and move them to overhead while cueing “hold up the sky.” Teens – verbal cue “pull the bar back.”
Elbows not open and/or shoulders not active in overhead position	Strength, awareness	Preschool & Kids – tap their hands and move to overhead while cueing “the sky is heavy.” Teens – verbal cue “shoulders in ears and lock out elbows.”
Leaning back	Flexibility, strength	Preschool & Kids – pull hands and body into position and ask for them to put it there for you again. Teens – shoulder stretches and review big breath and locking down the rib cage.
Arcing bar path	Awareness, strength	Preschool & Kids – unloaded and/or dumbbells only, correct the overhead position. Teens – practice moving the head out of the way with light loads while the trainer holds PVC vertically in front of the bar.



III. FUNCTIONAL MOVEMENT

i. Shoulder (Strict/Military) Press

SHOULDER PRESS

The key elements of the Shoulder Press, and all the overhead lifts, are the setup position, the overhead position, tight belly, and the bar path. These are foundational to all the overhead lifts.

1. TEACHING THE MOVEMENT

Setup (This setup is exactly the same for all three overhead lifts):

- Stance = hip width
- Hands just outside the shoulders
- Bar in front, resting on the "rack" or "shelf" created by the shoulders
- Elbows down and in front of bar; elbows are lower than in the front squat
- Tight midsection
- Closed grip, with thumbs around the bar

Execution:

- The cue for the action is "Press"
- Drive through heels; keep the whole body rigid; tight belly
- Bar travels straight up to locked out, with active shoulders, directly overhead
- Head accommodates bar (bar path is a straight line)

2. SEEING THE MOVEMENT

Primary Points of Performance:

- Good setup
- Constant tightness in the midsection, ribs locked down
- Overhead and active shoulder at the top of the press; overhead means that the bar is over or just behind the arch of the foot, with the shoulder angle fully open
- Bar travels straight up

3. CORRECTING THE MOVEMENT

FAULT – Bar forward of frontal plane.

- Fix – Press up and pull back on the bar as it travels to overhead.

FAULT – Leaning back, ribs sticking out.

- Fix – Tighten abs / suck rib cage down (be sure to check the overhead position again after this fix).

FAULT – Passive shoulders or bent elbows.

- Fix – Cue "Press up!" "Shoulders into ears."

FAULT – Bar arcs out around the face.

- Fix – Pull head back out of the way of the bar.
- Fix – Check that elbows are not too low in the setup.



III. FUNCTIONAL MOVEMENT

PRESS

Press Teaching Points

There are four primary teaching points:

1. Stance
2. Rack Position
3. Overhead Position
4. Bar Path

1. Stance

Adult cue

Feet hip width apart.

CrossFit Kids cue

Have Kids jump up and down several times, and then yell "freeze"

2. Rack Position – This is where to start/finish

Adult cue

Hands outside shoulders, elbows down and slightly in front of the bar, tight midsection and closed grip with thumbs around bar.

Preschool & Kids cue

Fists on thighs with thumbs pointed out. Then put thumbs on shoulders and point elbows at the trainer's knees.

Teens cue

Hands outside shoulders, elbows down and slightly in front of the bar, tight midsection and closed grip with thumbs around the bar.

3. Overhead Position – This is where to go

Adult cue

Active shoulders, elbows fully open, bar overhead and in the frontal plane.

Preschool & Kids cue

Unloaded and/or dumbbells only, pretend to hold up the sky.

Teens cue

Bar overhead and cover your ears with your shoulders.

4. Bar Path

Adult cue

Bar starts in the rack position, drive through heels, keep whole body rigid, bar travels straight up, head moves slightly back to accommodate the bar, press to locked-out arms with active shoulders.

Preschool & Kids cue

Unloaded and/or dumbbells only, pretend to press up the sky.

Teens cue

Bar starts in the rack position, drive through heels, keep whole body rigid, bar travels straight up, head moves slightly back to accommodate the bar, press to straight arms with shoulders over your ears.



III. FUNCTIONAL MOVEMENT

PUSH PRESS

The Push Press builds on the same setup and overhead position as the Shoulder Press. We add velocity with the dip and drive of the hip. The focus here is on a dip and drive that is explosive and straight down and up.

1. TEACHING THE MOVEMENT

Setup:

- Stance = hip width
- Hands just outside the shoulders
- Bar in front, resting on the "rack" or "shelf" created by the shoulders
- Elbows down and in front of bar; elbows are lower than in the front squat
- Tight midsection
- Closed grip, with thumbs around the bar

Execution:

- The cue for the action is "Dip, drive, press"
- Dip: perform a shallow dip (flexion) of the hips, where the knees push forward slightly, the butt goes back, and the chest stays upright
- Drive: extend the hip rapidly and fully
- Press: press the bar to overhead, with locked arms

PROGRESSION (WITH STICK):

1. Dip (check chest and hip)
2. Dip-drive slow
3. Dip-drive fast
4. Dip-drive-press (full Push Press)

2. SEEING THE MOVEMENT

Primary Points of Performance:

- Torso drops straight down on the dip. There is no forward inclination of the chest and no muting of the hip.
- Aggressive turn around from the dip to the drive.

3. CORRECTING THE MOVEMENT

All faults and fixes from the SHOULDER PRESS apply to this movement, plus the following:

FAULT – Out of sequence: Press begins before hip opens up

- Fix – Take back to step 3 in progression—dip-drive fast

FAULT – Cocking: Pausing in the dip

- Fix – Cue for dip-drive and more aggressive turnaround of the hip

FAULT – Forward inclination of the chest

- Fix – Have athlete hold in the dip position and then manually adjust them to true upright torso
- Fix – Cue a shallower dip
- Fix – Cue knees forward more
- Fix – Stand in front of athlete to prevent the chest from coming forward
- Fix – Dip therapy: Stand with back against a wall, with heels, butt, and shoulder blades all touching the wall; then dip and drive, keeping everything in contact with wall

FAULT – Muted hip

- Fix – Turn the pelvis over (anterior rotation) strongly



III. FUNCTIONAL MOVEMENT

PUSH PRESS

Push Press Teaching Points

There are three primary teaching points:

1. Press
2. Dip Drive
3. Dip Drive and Press

1. Press – This is where to start/finish

The push press builds off the mechanics of the press; nothing discussed above changes. Start the push press by reviewing the press, and remind Teens the push press is a skill-transfer exercise for the push jerk.

2. Dip Drive

Adult cue

Shallow dip with your chest vertical and extend the hip rapidly.

CrossFit Kids cue

Dip like an 'Oompa-Loopa' from 'Charlie and the Chocolate Factory.'

3. Dip Drive and Press – This is where to go

Adult cue

Shallow dip with your chest vertical and extend the hip rapidly, followed by a shoulder press, locking out at top with active shoulders and the bar in the frontal plane.

CrossFit Kids cue

Dip like an Oompa-Loompa and press.

Push Press Points of Performance

	Preschool	Kids	Teens
1	Stance	Stance	Stance
2	Dip	Dip with vertical torso	Dip with vertical torso
3	Press	Press	Drive with explosive and aggressive turn around.
4			Press
5			Overhead position
6			Active shoulders



III. FUNCTIONAL MOVEMENT

D. Clean

HANG POWER CLEAN

Hang Power Clean Teaching Points

There are three primary teaching points for Kids and Teens (it is an advanced move, and thus will probably not be addressed in the Preschool class):

1. Set-Up
2. Dip Shrug
3. Drop Stand

1. Set Up - This is where to start/finish

Adult Cue

Knees and hips in full extension, shoulders neutral and object in hands at arms' length.

Kids & Teens Cue

Standing tall with the ball in hands with arms hanging straight.

2. Dip Shrug

Adult Cue

Dip and shrug after full opening the hips, arms staying straight the entire time.

Kids Cue

Oompa-Loompa, I don't know.

Teens Cue

Dip shrug, arms staying straight the entire time.

3. Drop Stand – This is where you go

Adult Cue

After the shrug pull yourself under the object, receiving it in a partial squat, elbows high and ball on chest, stand keeping the ball in the front rack position.

Kids & Teens Cue

Drop under the ball and stand with the ball on chest.

Hang Power Clean Points of Performance

	Preschool	Kids	Teens
1		Full extension of the hip.	Good set up
2		Shrug	Full extension of hip
3		Partial front squat with elbows up and back straight.	Shrug
4			Ball received in partial front squat.
5		.	Stand up at top with ball in front rack position



III. FUNCTIONAL MOVEMENT

Hang Power Clean Therapy – Problems and Fixes

Fault	Cause	Fix
Hips not open	Awareness	Go back to dip shrug drill skill work.
No Shrug	Awareness	Go back to dip shrug drill skill work
Curling the ball	Awareness	Wall drill: face wall with ball between body and wall, work dip shrug drill skill work without moving away from the wall.
Tossing or flicking the ball	Awareness	Wall Drill



IV. NUTRITION APPLICATION

Nutrition:

Clean Eating in 14 words: Eat meat and vegetables, nuts and seeds, some fruit, little starch, and NO SUGAR.

Overview:

In the quest for elite health and fitness the most important and often neglected area is nutrition. Diet, supplement, and fitness are multi-billion dollar industries. As a result most of the information and commercials from the industry are focused on sales and profits, without much consideration to optimal health. The Noble Network strives to provide students with a world class education, but also understands that a college degree is worthless without maintaining personal wellness.

In nutrition section that follows is research based, but also practical. It is designed to provide essential information and a basic primer for nutrition. This is in no way an exhaustive guide, but rather a solid starting point. For example, there is very little information about vegetarian and vegan diets. Both can be very healthy if executed correctly, but according to most of the nutritional experts researched, most individuals need guidance from a nutritionist or dietitian to ensure all nutritional needs are met. While some teachers in the network may have the nutritional knowledge to assist in this area, as a whole it is recommended that students following vegetarian or vegan diets seek assistance from certified professionals to ensure proper implementation.

With that said, the goal of this section is to increase the amount of whole foods -- foods that are in their natural state and unaltered or unprocessed-- and to reduce the amount of processed foods-- foods that have been altered or processed in a factory and no longer in their natural state. Simply put whole foods grow naturally and processed foods must be created in a factory. While the formula for healthy nutrition is very simple, the execution can seem overwhelming at times. All change takes time, but with a concerted effort small changes will have a huge impact on your overall health and wellness.

Macronutrients:

Carbohydrates- provide energy for the body.

Fats- are a necessary part of every cell, help protect internal organs, and provide fat-soluble vitamins.

Protein- help build and repair tissues

Water- comprises about 60 percent of the body weight, is the most important nutrient, and is crucial for various chemical reactions in the body.

Micronutrients:

Vitamins- regulate various body processes, but do not provide energy.

Minerals- regulate various body processes, but do not provide energy.



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Carbohydrates: Do carbs make you fat?

Here's a secret: When it comes to carbs, you have greater control over what you eat than how much. Choose wisely and you can manage calorie intake for optimal body composition.

Choose wrongly, opting for carbs that are high in sugar, and you'll stimulate appetite and eat more calories than you intended. Then you gain fat if you do this over and over.

Choosing a high-carb diet also causes unfortunate metabolic changes relating to hormone balance and insulin health that occur from the chronic overload of blood sugar.

So, how can you optimize your carb intake for a lean body composition?

Do know what carbs are.

Most people can't name the macronutrients, or really know what carbs are. Here's the deal: The macronutrients are protein, fat, and carbs. All foods other than alcohol fit into one of these categories.

Carbs are found in all plants (fruits, vegetables, and grains), milk, and beans. All fruits, veggies, bread, cookies, crackers, grains, yogurt, dairy products, and sweeteners, such as sugar and honey, contain carbs.

Some carbs are high in calories (grains, sugar, bread), others moderate (potatoes, most fruit), and others low (green vegetables).

Carbs come either in whole form (rice, a carrot, an apple) or refined (bread, cereal, juice). Refined carbs have most of the fiber and nutrients removed, which radically changes how the body processes them and increases the chance **they'll be stored as fat.**

Don't eat refined grains.

Why are refined grains bad? Let us count the ways:

- 1) **They're packed with calories.**
- 2) **They're nutritionally empty.**
- 3) They contain no fiber.
- 4) They spike blood sugar in the same way as regular sugar.
- 5) They trigger food intake, making you eat more calories than you would if you ate the same grains in unrefined form.
- 6) They *change* the architecture of your brain over time because they alter neurotransmitter levels.
- 7) Many people are intolerant of certain grains, which means that if they eat them, they get an immune response, causing inflammation in the body.
- 8) They cause insulin resistance and increase diabetes risk if eaten frequently.

Refined grains include all bread, cookies, crackers, sweets, chips, and the majority of processed foods since almost



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all of these foods contain at least a little bit of wheat, corn, soy, or rice as filler.

Do eat carbs with naturally occurring fiber.

Fiber plays a massive role in allowing you to avoid hunger and lose body fat. Fibrous carbs include most vegetables and fruit, especially green vegetables and dark-colored fruits.

The fiber they contain is undigestible by humans but feeds your gut bacteria, keeping you healthy. Eating foods with this kind of fiber increases satiety and reduces overall calorie intake.

Research shows that processed foods with added fiber don't have this benefit and don't reduce food intake. And it just so happens that those are the foods that humans like to eat.

Do replace refined grains with fibrous carbs in meals.

Use leafy greens instead of bread. Try making "pasta" noodles out of winter squash or the inside of spaghetti squash.

Substitute cauliflower for rice. Turn to blueberries and strawberries instead of cookies.

Don't eat whole wheat and corn. Consider removing other grains.

Grains are calorie-rich and many cause a very large insulin response. Consider that the average Westerner gets 50 percent of their calories from rice, corn, wheat, and potatoes. This is one reason that diabetes and obesity are sky-rocketing.

Our digestive systems are simply not able to cope effectively with so much sugar so fast. In addition, modern wheat contains strains of gluten that have different properties than heirloom grains. This modern gluten is much more harmful for people who have celiac disease.

Do you have to eliminate all whole grains? Not necessarily, but if you're trying to lose body fat, you should think long and hard about which grains you want to eat and when.

For example, you might eliminate wheat and corn, radically cut back on rice, but eat whole heirloom grains like quinoa, millet, buckwheat, or oats on hard workout days.

Do eat the right carbs at the right times.

The best time to eat carbs is after working out. Here's why:

- **Your metabolism is elevated and you'll be burning calories at a faster rate.**
- The body will use carbs to replenish muscle glycogen instead of storing them as fat.
- Eating carbs raises insulin, which has a protective antioxidant effect on muscle because insulin helps suppress inflammatory products that you produce during training.
- Eating carbs after training can lower levels of the stress hormone cortisol, which can improve body composition over time.



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Eat any “cheat” meals or high-glycemic carbs after training. Do this after intense workouts that deplete glycogen (for example, 1-hour of training multi-joint lifts with moderately heavy loads and short rest periods).

Recommended carbs are starchy vegetables, fruit, or if you are eating them, whole grains. If your goal is muscle building rather than fat loss or maintenance, high-glycemic fruit juice such as pineapple or grape paired with carb powders is indicated.

Don't spike insulin over and over during the day.

Why is a high insulin response bad?

Insulin is storage hormone, which is useful if you just worked out hard and want to replace energy stores in muscle **and repair tissue. But it's bad to spike insulin if your energy stores are topped out because it leads to fat storage.**

It works like this: High carb foods, such as refined grains, are very rapidly digested into the blood stream and glucose levels skyrocket. The pancreas releases insulin in response, but because glucose is so high, the pancreas tends to overestimate the amount needed, releasing too much.

Too much insulin leads to inflammation, DNA damage, and causes cells to become resistant to insulin. Your metabolism spirals out of control and you end up diabetic and fat.

Do eat foods that improve insulin sensitivity with higher carb foods.

Certain foods increase insulin sensitivity and improve the body's ability to store the carbs you eat as muscle glycogen, which is a fuel source for the muscle, instead of as fat.

Vinegar, green tea, nuts, and berries are among the foods that are beneficial for insulin sensitivity. For example, vinegar improves something called “nutrient partitioning” that makes muscle cells more sensitive to insulin so that carbs get stored as glycogen. It also improves pancreatic function so that your body releases less insulin in response to the carbs you eat.

Another way to improve insulin sensitivity is to eat in a way that slows digestion so that glucose is released into the blood more slowly. Adding fat, fiber, or acidic condiments to carbs will slow digestion and improve glucose tolerance. Do this by pairing carbs with any of the following:

- Healthy fats such as butter, olive oil, or coconut oil
- Flavor food with acids such as vinegars, lemon, or lime
- Eat pickled foods such as kim chi, sauerkraut, or pickled ginger as condiments
- Use cinnamon, fenugreek, and turmeric to spice foods
- Pair high-carb with antioxidant-rich foods like oatmeal and blueberries or rice and kale



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Don't eat high-carb foods in the morning or pre-workout.

The worst time to eat refined and high-glycemic carbs is before working out because the increase in insulin will shift the body away from burning fat. It also reduces energy levels and motivation.

The second worst time is to eat high-carb foods for breakfast, such as cereal, OJ, or bread. High-carb foods stimulate a **pathway in the brain called the hypocretin network that makes you sleepy and slows the body's use of energy.** The combination of high insulin and activation of the hypocretin neurons triggers greater food intake over the course of the day.

Do get metabolically flexible.

Metabolic flexibility is when your body is able to readily burn body fat or glucose for energy. When you live on carbs all day long, your body runs on glucose and becomes inefficient at burning body fat.

Poor metabolic flexibility means that you'll feel tired and brain function will decrease any time blood sugar levels drop. You'll also feel hungry for carbs to supply more glucose to raise your blood sugar. This state makes it harder to lose fat and increases diabetes risk over time.

There are two methods to get metabolically flexible: First, reducing your total carb intake in favor of protein and fat has been shown to increase fat burning in healthy people.

Second, intense exercise (both aerobic and intervals) increases fat burning in both lean and overweight subjects. For overweight, sedentary people, working out is the catalyst to improve metabolic flexibility, whereas altering diet alone does not appear to be effective in the short term.

Don't waste your opportunity to eat carbs by drinking them.

Get your liquids from unsweetened coffee, tea, and water. Eliminate all liquid carbs. The one exception is post-workout **if you've done high-volume, intense training and your goal is building muscle (not fat loss).**

Avoid all sports drinks, soda, all fruit juice, and anything with added sugar. Liquid carbs have zero fiber and they spike insulin. **But, the worst thing about them is that the brain doesn't "register" liquid sugar calories in the same way as it does calories from food. This means that drinking your carbs won't reduce hunger, so you'll eat more calories overall.**

Do the little things that will reduce carb cravings.

There are a whole bunch of things that make us desperately crave carbs. You know the basics: lack of sleep, stress, and metabolic inflexibility are big ones, but lacking certain nutrients also make us crazed for carbs.

Don't be afraid to experiment and individualize your carb intake.

The perfect diet is unique to each person and should be informed by genetics.

For example, some people don't have sufficient copies of the amylase gene to be able to digest gluten and wheat safely and they experience gut problems and inflammation if they eat these foods. Others don't have sufficient copies of the



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LCT gene that allows them to produce the lactase enzyme so that they can digest lactose in milk products.

In addition, activity levels, goals, and your metabolic health will radically affect your carb needs. It's useful to experiment in a scientific way:

Write down everything you eat and how you feel physically and mentally. Note your sleep or if you have any pain or gut issues. Make adjustments. Good luck!

Tip: When choosing a quality carbohydrate source, look for high fiber content!

Examples of Good Sources of Dietary Fiber	Food Quantity Dietary Fiber (grams)	Cereals and other grains:
All Bran	1/2 Cup	10
Kashi 7 Whole Grain Nuggets	1/2 Cup	7
Raisin Bran	1	7
Whole wheat spaghetti	1/2 cup cooked	7
Oatmeal	1/2 cup (uncooked)	4
Whole grain bread	1 slice	2 to 5
All Fruits and Vegetables (a few examples):		
Raspberries or blackberries	1 cup	5
Pear (with skin)	1 medium	4
Broccoli	1/2 cup	3.5
Potato (with skin)	1 medium	3.5
Corn	1/2 cup	3.0
Green beans	1/2 cup	3.0
Apple (with skin)	1 medium	2.5
Banana	1 medium	2.0
Beans (cooked) and Nuts:		
Pinto beans	1/2 cup	10
Black beans	1/2 cup	8
Kidney beans	1/2 cup	6
Lentils	1/2 cup	5
Almonds	1/4 cup	4.5
Peanuts	1/4 cup	3.5



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Fat:

Eating foods that contain a variety of fats is a surefire way to have delicious meals, support health, and achieve optimal body composition. But if you grew up with the low-fat guidelines or heard evil rumors about what saturated fat would do to you, you might be a little confused about how to optimize fat intake.

Don't worry. There's abundant evidence that fat is good for you when eaten in the correct ratios. The key is to choose natural fat sources, go for variety, and think about fat within the context of the other two macronutrients, protein and carbs. This may sound complicated, but this article will give you practical tips for doing so.

#1: Avoid processed foods: This is a simple way to get trans fats and vegetable fats out of your diet.

Fats you need to avoid are trans fats, which are “man-made” fats that have been chemically altered. They include partially hydrogenated oils and eating of them has been closely linked to development of a number of diseases including heart disease, diabetes, metabolic syndrome, cancer, and neurological problems.

Common ones are partially hydrogenated rapeseed, soybean, or cottonseed oil. They pop up in peanut butter, cereal, crackers, and other processed foods—especially baked goods like cookies.

Because of the backlash against trans fats, many processed food companies have taken to using fully hydrogenated oil, which also needs to be avoided because these have been chemically altered as well.

Removing processed foods has added benefits: It reduces refined vegetable oils, such as canola, corn, soy, and sunflower from your diet. These oils are heated, washed, and treated with the chemical hexane before making it into your favorite chips, cookies, or cereal. These oils are also easily destroyed by oxidation, which is harmful to the body, producing oxidative stress and causing inflammation.

***Bonus Tip:* Even if a food says it's “trans-fat free” it can still contain less than 0.5 g of trans fat per serving. Check ingredient labels for the words “partially hydrogenated.”**

#2: Eat foods that contain omega-3 fats EPA and DHA frequently: Fish, grass-fed meat, and dairy.

You shouldn't be surprised that the fat derived from fish is extremely important for a healthy body. The omega-3 fats, EPA and DHA, support body composition because they are incorporated into the outside lipid layer of cells. This improves insulin signaling to the cells, which allows for a better metabolism.

Other benefits of diets higher in omega-3 fats are brain protection and lower inflammation, allowing for decreased cancer and heart disease risk.

Besides fish, other good sources of omega-3s are pasture-raised beef, pork, and organic dairy. Other organic meats also provide omega-3s, although, the ratio to other types of fat is not as favorable. If you can get your hands on them, wild meats like buffalo and elk are also high in omega-3s.

***Bonus Tip:* If you use fish oil for omega-3s capsules, make sure it's not rancid or oxidized by getting it from a source that guarantees the purity. When you open a new bottle, literally take a capsule and chew it up. If it tastes a little bit acidic, rancid or nasty, it's probably been oxidized. If it's safe, it will taste fairly bland.**



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#3: Eat saturated fat in reasonable quantities daily: Butter, coconut oil, and red palm oil.

Saturated fat has been vindicated from being a primary cause of heart disease in recent studies and eating it in reasonable quantities is protective for health.

Coconut and red palm oil are saturated fats that are high in medium chain triglycerides (MCTs), which is a superior antioxidant that eradicates inflammation in the body. These foods also boost metabolism and stimulates the thyroid. For example, a recent study found that when Malaysians ate 30 ml of native coconut oil with each meal for a month they lost a small amount of body fat (about 1 pound) and significantly decreased waist circumference.

Butter is another nutritious fat and the most nutritious is from grass-fed cows. It contains the fat-soluble vitamins A, D, and K in a form that is easily used by the body. It also contains (MCTs), which are anti-inflammatory, and CLA, a potent cancer fighter that aids in muscle development.

Bonus Tip: Try cooking with saturated fats in place of vegetable oils or olive oil, which are easily oxidized at high temperatures. Use olive oil on low heat and in salad dressings.

#4: Always opt for variety when it comes to fat intake: Eat plenty of seeds, nuts, olive oil, and avocado.

Avocado, olive oil, and tree nuts have all been called “anti-obesity” foods by food scientists. They all provide omega-6 fats, which when eaten in balance with omega-3s, are very good for you.

There’s much confusion about omega-6 fats because the typical Western diet is dangerously high in isolated, processed omega-6 fats in the form of vegetable oil. Those are fats you want to avoid, but avocado, tree nuts, and unrefined, high-quality virgin olive oil (or olives) aren’t processed and can improve body composition, while countering inflammation. Plus, if you eat any of these fats with vegetables, the fat bolsters absorption of vitamins and nutrients in veggies.

One omega-6 fat in particular, gamma linolenic acid (GLA) is necessary for healthy tissue, giving you nice skin, hair, and healthy joints. **It’s hard to get, coming only from evening primrose, blackcurrant seed, borage seed, and hemp seeds, so don’t be shy about eating these unique seeds, or oils from these seeds. GLA can also be gotten in supplement form.**

Bonus Tip: To add seeds to your diet, soak them in water with salt overnight for better digestion and then add them to shakes or sprinkle on salads, cooked veggies, or yogurt. Try chia, sesame, cumin, fenugreek, and flax seeds.

#5: Eat fat with protein and plants (vegetables or fruit). De-emphasize high-carb foods.

Planning meals around a protein source that naturally contains fat, such as fish, eggs, or whole-fat yogurt is a simple and delicious way to get amino acids and beneficial fats at once.

You can also bump the fat content up by cooking meats in fat, or adding nuts and seeds to a protein source that is lean or fat free. Adding green leafy veggies or berries provides fiber, antioxidants, and flavor. This combination is filling and allows you to cover all your nutritional bases while avoiding huge spikes in blood sugar or high insulin.

When optimizing fat intake, it’s important to avoid refined and high-carb foods that are commonly eaten with fat, such as toast with butter or eggs. Eating high-carb and high-fat foods together is associated with elevated triglycerides,



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which means you have unhealthy levels of fat in your blood. High triglycerides contribute to the development of heart disease. *Bonus Tip: Don't be afraid of eating abundant carbs in the form of green vegetables and other lower carb fruits and veggies.*

FAT

Select Most Often	Select Moderately	Select Least Often
Avocado	Margarine (without trans fat)	Animal fat
Fish Oil	Egg yolks	Butter (not grass-fed)
Flax Oil	Vegetable oil	Cream
Olives	Butter (grass-fed)	Fried foods
Olive Oil	Coconut oil	Ice Cream
Raw nuts	Whole fat dairy products (grass-fed)	Lard/shortening
Canola oil		Sour cream
		Whole fat dairy products (not grass-fed)

Trans Fatty Acid Content of Common Foods

Food	Trans fatty acid (grams)
Animal Crackers	1.0
Beef	0.5-1.0
Biscuit	~4.0
Breakfast cereal	0.0-1.5
Butter	0
Cheese	0.5
Chocolate chip cookies	1.5-2.5
Commercial cinnamon buns	6.0
Doughnut	6.0
French fries, large	5.0-7.0
Frozen apple pie	2.0-4.0
Margarine, regular (1 TBS)	3.0-4.0
Microwave popcorn	2.0-3.0
Olive oil	0
Onion rings	~7.0-9.0
Shortening	1.0-5.0
Tortilla chips	1.5
Whole milk	0.2-0.5
Note: ranges are given for some foods because	



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Protein:

Protein has been the darling of the strength and body building world for years, but it has only recently gained favor in **mainstream culture**. Hearing the word protein often conjures sentiments that reach beyond this macronutrient's true meaning—fortitude comes to mind as does strength and power of will.

Yet a desire to wax lyrical about protein will make us lose sight of the scientifically proven benefits we're after. Recall that proteins are chains of amino acids, which are the building blocks of tissues in the body.

Proteins are used to make bone, skin, nails, hair, muscle, cells, and they play a role in the production and action of enzymes, which are involved in nearly every function in the body.

Eating protein triggers protein synthesis and the building of muscle tissue, so it's warranted that we think highly of it in the athletic world. And eating adequate amounts can improve body composition, eliminate hunger, and reduce body fat.

Protein lives up to its esteem by improving brain function and aiding many aspects of health, including blood pressure, cardiovascular health, disease prevention, sleep, and longevity, which are often unknown benefits within the general population.

Despite protein's profound influence in sustaining health when consumed along with other beneficial foods, confusion surrounds it. People wonder if protein is safe, and get all muddled about whether it will help them lose weight.

This article will answer those questions and give you 12 reasons to eat more protein.

#1. Greater muscle mass and lean tissue.

Eating protein stimulates an increase in muscle protein synthesis and suppresses protein breakdown for several hours so that you end up with more lean tissue.

Based on the availability of amino acids, the body is constantly in a fluctuating state of muscle loss and gain. Any time **you replenish that pool of building blocks by eating protein, it's a good thing, promoting muscle development.**

Studies consistently show that people who eat more protein have more lean muscle mass and a higher quality protein intake is most important. For example, in a recent study of young, active adults, those with a higher intake of the branched-chain amino acids (BCAAs) from their diet, had greater lean mass and better insulin sensitivity.

BCAA content is an indicator of protein quality, and animal products are the highest BCAA-containing foods, while also providing other amino acids that are critical for health. The highest quality protein foods with the greatest BCAA content include chicken, beef, salmon, eggs, and whey protein.

#2. Less hunger and lower calorie intake.

High-protein diets are known for their fat-reducing benefits. One reason they work is that eating a lot of protein reduces hunger. Protein is filling and when people eat more of it they are more quickly satisfied and eat fewer calories.

For example, a review of the issue found that for every 1 percent increase in protein intake, people naturally decrease



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calorie intake by between 32 and 51 calories daily.

Now you may have heard of people being hungry on a high-protein, low-**carb diet**. **It's most likely their fat intake was** too low, or that their carb intake was not ideal for their needs.

Getting the macronutrient ratios right can be a little tricky, but most people tend to get best results favoring whole foods, high-quality animal protein, a relatively high beneficial fat intake, and a low- to moderate-carb intake (below 150 grams a day) from low-glycemic carbs.

#3. Easier fat loss on a calorie-restricted diet.

A high protein intake not only keeps hunger at bay when trying to lose fat, it has the cool effect of increasing the amount of calories your body burns to digest it. This is called the thermic effect of food and protein requires nearly two times the calories to breakdown as carbs (fat requires the fewest calories to metabolize of all three).

The most powerful effect of protein for fat loss is on the preservation of lean muscle mass and your resting energy expenditure, which is the amount of calories your body burns at rest.

When you lose weight on the standard high-carb, low-protein diet by restricting calories, you will lose both body fat (good) and muscle mass (bad), causing the body to burn incrementally fewer calories. The amount of energy your body burns is reduced by a couple of hundred calories daily, but calorie intake rarely goes down to compensate, which is a common reason that fat loss plateaus and fat regain occurs.

Increasing the calories you get from protein is the only way to prevent the loss of lean muscle mass because the amino acids in protein stimulate protein synthesis to keep the muscle intact. Lifting weights enhances this effect.

The combination has a robust effect, allowing for no loss of muscle mass if protein intake is adequate (research suggests it should be above 1.6 g/kg of bodyweight from the highest quality protein sources).

#4. Less belly fat.

A high-quality protein intake of at least 10 grams of essential amino acids (EAAa) at every meal is associated with less belly fat in a variety of studies.

Scientists think the 10 gram threshold protects against fat gain because it is the amount needed to maximally stimulate protein synthesis, yielding more muscle mass, greater resting energy expenditure, and greater thermic effect of food.

#5. Greater muscle development when supplementing with protein.

Both strength training and consuming protein build muscle when done separately. Pairing them together has a synergistic effect producing superior muscle growth of an average of 0.7 kg when both young and old individuals are tested together.

Growth is more robust in young with muscle gains averaging between 2 to 2.5 g/kg following strength training with protein supplementation. A few factors promote maximal muscle growth:



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- Increasing protein intake by about 65 percent over normal for a set period produces the greatest muscle growth.

Called the “protein spread” effect, it is illustrated with a study that found that pairing strength training with 3 g/kg/day of whey protein led to 2.2 kg larger increase in muscle mass compared to a control group that consumed 1.7 g/kg/day of protein (a large amount in itself).

- Older individuals require unique dosing over young individuals because protein synthesis is not as robust as we age.

Evidence suggests that better results come from consuming protein immediately after exercise compared to 2 hours, and larger doses in the 35 to 40 gram range are superior for muscle growth than 20 grams. A high content of the amino acid leucine is also important for the elderly.

- Dairy proteins such as whey and milk are superior to plant sources such as soy, pea, and rice for building muscle.
- Dosing with 20 grams of protein every 3 hours during the day also produces greater muscle development than consuming larger amounts less frequently, suggesting a similar “threshold” effect to that seen with lower belly fat when individuals consume 10 grams of EAAs at every meal.

#6. Greater strength gains from training.

Protein supplementation will also increase the development of strength from training. For example, a study of college football players consuming 2 g/kg/day of protein over 12 weeks resulted in 14.3 kg greater increase in maximum squat strength.

A large analysis of the issue supports this, showing that getting extra protein produced a 13.5 kg greater increase in leg press strength over control groups.

The mechanism behind greater strength development is likely a combination of greater muscle growth (more mass **means there's greater muscle cross-sectional area** with which to exert force) and faster recovery from muscle-damaging training.

#7. Better bone density and less risk of osteoporosis.

Research consistently shows that a higher protein intake increases bone density and decreases risk of osteoporosis. The rumor that a high-protein intake is bad for bones is a myth based on misunderstanding of bone metabolism.

It comes from the theory that protein increases acid in the body. The acid is neutralized when the body releases bicarbonate ions from the bone matrix, a mechanism that is accompanied by a loss of sodium, calcium, and potassium.

Although this may appear problematic, large-scale studies show that a higher protein intake actually strengthens bones because the amino acids in protein are used to build bone. A higher protein intake improves the action of the hormone IGF-1, **which is a major regulator of bone metabolism, and you're already aware that more protein increases muscle mass, which increases bone strength.**

Note that it is indicated to eat a lot of antioxidant-rich plants such as vegetables and fruit to counter the acid load for optimal health.



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#8. Better brain function.

Protein is a vital brain food. Eating high-quality protein that includes a variety of foods from animal sources provides the building blocks to make chemical messengers involved in energy production, wakefulness, hunger, motivation, and optimal cognition.

For instance, the omega-3 fat DHA, carnosine, creatine, vitamin D, and vitamin B12 are all nutrients that are only available from animal protein and are indispensable brain nutrients that can't be attained from plants.

Extra protein may be most important in cases when cognition is failing for some reason, such as in the case of ADD, when we are sleep deprived, with schizophrenia and other brain disorders, and as we age.

#9. Better sleep.

High-protein diets have been found to allow people to sleep better and wake up less frequently during the night compared to high-carb diets. Scientists believe this is because protein may optimize chemical transmitter balance, making us wakeful and energized during the day, but sleepy and restful at night.

Although high-protein diets improve overall sleep, some people have trouble going to sleep at night with a higher protein intake. Try eating a meal of carbs in the evening to improve sleep onset because carbs elevate serotonin, which is calming and binds with neurons that make us tired.

#10. Lower blood pressure.

A higher protein intake has been found to reduce blood pressure in individuals with hypertension. A four-week study tested the effect of giving subjects an extra 60 grams a day of protein (boosting protein intake to 25 percent of the diet and reducing carb intake to 45 percent).

Compared to a group that didn't increase protein intake, the protein group decreased the average systolic blood pressure reading by 4.9 mm Hg and the diastolic by 2.7 mm Hg, which is more than the 2 mm Hg amount that is considered clinically significant for hypertension drugs.

#11. Stronger tendons and faster recovery from injury.

Tendons benefit in the same way that muscle does from a high-protein intake. Greater protein synthesis accelerates the repair of tissue and strengthens connective tissue for less risk of injury.

In addition, a higher essential amino acid intake will prevent muscle atrophy due to immobilization if you are restricted from training, and this has also been found to decrease the time it takes to recover original strength levels after an injury.

#12. Greater lifespan and better quality of life as you age.

If you're familiar with the qualities that increase longevity, you know that physical strength, muscle mass, leanness, bone health, lower blood pressure, and brain function are all principal players in keeping you alive.



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Favoring protein and de-emphasizing carbohydrates will improve blood sugar tolerance, insulin health, and reduce diabetes and heart disease risk as well. On the other hand, low-protein intake is a strong predictor of death in aging people because it leads to functional decline, loss of muscle mass, and frailty.

Certain proteins, such as whey, have been found to improve longevity by elevating levels of the most powerful antioxidant that is produced by our bodies, glutathione. People with higher glutathione have less risk of disease and better quality of life as they age.

Animal studies that have tested the effect of a high amino acid intake on longevity suggest that adequate protein can increase lifespan in humans by nearly 10 years.

Practical Protein Take Away Points:

- Opt for variety of whole foods to meet your protein needs, including fish, eggs, beef, poultry, other animal products, dairy, beans, and nuts.
- A high protein intake can increase pro-inflammatory gut bacteria because bad bacteria feed off amino acids. The solution is to pair protein with foods high in indigestible fiber such as fruits, vegetables, and certain grains because this will optimize the health of anti-inflammatory good gut bacteria.
- Eat a large amount of plants that are high in antioxidants to counter the acid and oxidative stress produced from eating protein.
- Avoid cooking animal proteins at very high temperatures because this can lead to the production of cancer causing compounds. Use moderate heats and longer cooking times.
- **If you're trying to put on muscle with strength training, shoot for at least 2 g/kg/d of protein.**
- For fat loss, opt for 1.6 g/kg of protein a day, which is double the RDA, and has been found to preserve lean muscle mass during weight loss and calorie restriction.

Tip: Not all protein sources are created equal. Here is a nice reference to help make proper decisions.



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PROTEIN

Select Most Often	Select Moderately	Select Least Often
Beans	Canadian bacon	Bacon
Chicken Breast (No Skin)	Lean cuts of beef/pork	Chicken (with skin)
Fresh fish	Low-fat lunch meats (e.g. turkey)	Chicken wings
Eggs	Mixed nuts	Fatty beef, lamb, pork
Low-fat/non-fat cottage cheese	Peanut Butter	Fatty lunch meats (e.g. bologna, pastrami, corned beef)
Low-fat/ non-fat yogurt	Reduced fat cheese	Fried chicken and fish
Soy milk	Shrimp	Liver
Tofu	Texturized vegetable protein	Ribs
Tuna (steaks or canned in water)	Turkey bacon	Sausage
Turkey Breast	Egg whites	Turkey (with skin)
Grass-Fed Beef (85-90% lean)		Untrimmed beef and pork
Greek Yogurt (Unsweetened)		Whole milk
		Whole milk cheese

Note: While fairly comprehensive, this is not a complete list of all food choices

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Understanding Food Labels:

Nutrition Facts	
Serving Size 1 cup (228g) Servings Per Container 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
% Daily Value*	
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Potassium 700mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

	Calories: 2,000	2,500
Total Fat	Less than 65g	80g
Sat Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

Start here

Check calories

Quick guide to % DV

5% or less is low
20% or more is high

Limit these

Get enough of these

Footnote

Action step 1: Slow down

Take a minute to consider how **you're making buying decisions**. Manufacturers depend on consumers being rushed, busy, inattentive, and impulsive.

Put your cell phone down, take 30 seconds to read a package, and focus a few moments longer than normal.

Why is this product in particular worth your money?

Action step 2: Keep it real

One of the PN team members said it best:

"What's a food label?"

What they meant: They buy **whole foods that don't have labels** (except, perhaps, for that annoying little sticker on the produce, which never seems to peel off properly).

you're concerned about what's in your food, stick to whole/unprocessed foods (this will also prevent more food packaging

trash from entering the landfill). Eating real food saves you the time and effort of reading labels, and you don't have any surprises. If you want to check the nutrient content of a food, use the USDA nutrient database (or another relatively unbiased scientific database that does its own analysis).

Action step 3: Prioritize ingredients over calories

If a food does have a label, then look at the ingredients list first. **If the ingredients suck, it doesn't really matter much** what the calorie, fat and sugar grams are on the label.



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When looking at ingredients, look for short lists of things you recognize. For instance, on a container of oatmeal you should see: *Ingredients: oats.*

If you can't pronounce and/or draw the ingredients in a product – there is a good chance you may not want to put it in your body. **Once you are familiar with the products you buy that have labels, you won't need to check them any more.**

Action step 4: Comparison shop

If comparing two similar items, make your choice based on two criteria:

more of the stuff you want (e.g., protein and fiber)

less of the stuff you don't want (e.g., sugar and salt)

If snacking choose snacks with at least a 1 to 1 sugar to protein ratio (e.g. 5 grams sugar and 5 grams of protein)

Other things to look for:

Fair Trade. Most important for foods that come from warm regions, such as coffee, chocolate, and tropical fruits, since **these are likely to be regions where farmers don't get a fair wage for their labors, or work under safe conditions. If it's possible to buy Fair Trade, do it.**

Organic. If it's possible to buy organic, do it.

Local. Check the country of origin. **If it's possible to buy local (or closer to home), do it. (Double points if you can buy the food from the person who grew and/or processed it.)**

Packaging. **If it's possible to buy a food without a bunch of extra packaging, do it. Do you really need to put those three apples into a plastic produce bag?**

Action step 5: Do it yourself

If you find a product interesting, take a picture of the label. Then you can go home and figure out how to make it yourself from real ingredients.

This is a great opportunity to be creative and learn a new cooking skill. Plus, you usually save some money making it yourself.

Action step 6: Don't believe the front of the package

The more a product is trying to convince you it's healthy or that you should buy it, the more suspicious you should be. **Real food does not have to convince you it's nutritious. Kale knows it's all that.**

Action step 7: Get beyond the numbers

Don't worry about things like calories so much. They won't help you as much as you expect.



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If you want to get healthier and leaner, move beyond calorie counting. **Recognize that even “unbiased” numbers may not be 100% precise or useful.**

Action step 8: Use common sense

If a food says “heart-healthy” and this appeals to you... turn the package over and check out the ingredients. Does the ingredient list match the “heart-healthy” claim?

Action step 9: Set your deal-breakers and “minimums”

Establish your baseline. What makes food a no-go for you?

If your deal-breakers are on the food label, you don't eat that food. Some ideas from the PN team include::

Hydrogenated/partially hydrogenated oils (source of trans fats)

High fructose corn syrup (not necessarily because it's handled much differently than other sugars, but it usually indicates a non-nutritious food)

Added sugars (including hidden sources like syrups)

Artificial colors (example: FD&C Blue #1)

Canned items not labeled BPA free

Atlantic or farmed salmon (instead of wild caught)

Products from China (which has recently been busted for many food safety violations, such as melamine in baby formula and heavy metals in various foods and herbal preparations)

High sodium

Obviously, you can choose the “baseline” and “deal-breakers” that suit you, your nutritional level, and your own needs.

No matter what you decide, what's most important is that you are in charge of your food choices.

As a consumer and “food fighter”, YOU have the power – and now, the knowledge – to make healthy choices.

Use that power wisely.

Tip: Don't be fooled by the alternatives to sugar! Here is a list of some of the “other names” for sugars.



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Common Names of Sugar Found on Food Labels				
Brown Sugar	Turbinado	Sugar	Honey	Maple Syrup
Sucrose	Glucose	Corn syrup	Dextrin	Fruit Sugar
Sugar	Lactose	Molasses	Fructose	Chicory syrup
Date Sugar	Caramel	Maple sugar	Confectioner's Sugar	
Brown rice syrup	High fructose corn syrup	Maltodextrin	Dextrose	
Molasses powder	Date paste			

Water:

What is dehydration?

When normal conditions exist in the body, various mechanisms preserve fluid and electrolyte balance. If the mechanisms fail due to illness, stress, exercise, climate variations, supplements, foods, or beverages, life threatening imbalances may occur.

Body water in humans varies with age and sex. About 45% to 50% of body weight in females is water. Since males generally have higher amounts of lean mass, body water is around 50% to 60%.

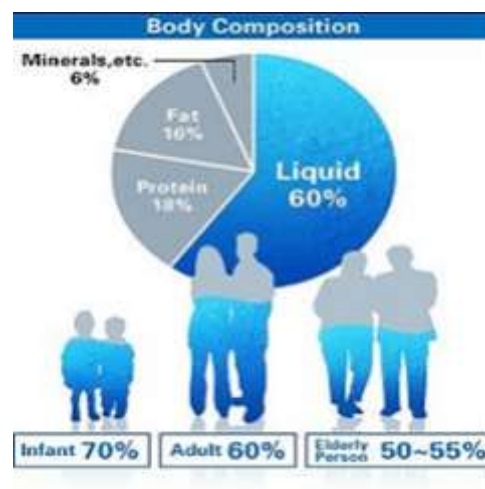
Body water can be found inside of cells, which makes up about 2/3 of total body water, and surrounding cells, which makes up about 1/3 of total body water.

The electrolyte content of these fluids differs greatly. Outside of cells, sodium, chloride, and bicarbonate are the primary electrolytes. Within cells, potassium, magnesium, and phosphate are the primary electrolytes, which is why researchers can use radiolabeled potassium as a marker of lean tissue change.

If the output of fluids exceeds the intake of fluids, an imbalance occurs, and dehydration can develop. The severity of dehydration can be measured by weight loss as a percentage of the normal body weight.

Symptoms of dehydration include:

- thirst
- dry skin
- fatigue and weakness
- increased body temperature
- muscle cramping
- headaches
- nausea
- darker-coloured urine





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- dry mucous membranes (mouth, nose, eyes)
- Severe dehydration can also include:
- muscle spasms
- vomiting
- dark urine
- vision problems
- loss of consciousness
- kidney and liver failure

Why is dehydration so important?

Body water moves from areas of high solute concentration to areas of low solute concentration (i.e. more dilute) in order to maintain equilibrium in all body compartments.

Water provides the medium for the solubility and passage of nutrients from the blood to the cells and the return of metabolic by-products to the blood. Countless metabolic reactions in the human body rely on water as a medium.

Sensible body water loss (i.e. water loss that we know is occurring) occurs daily in the stool (200 mL), urine (500 to **1500 mL**) and **sweat**. **Insensible losses (i.e. those we can't perceive) occur through the skin (500 mL) and respiratory tract (400 mL)**. These vary with humidity, environmental temperature and respiratory rate.

The hypothalamus, the renin-angiotensin-aldosterone system, and the kidney are responsible for fluid balance. Anti-diuretic hormone (ADH) and aldosterone are hormones that work with these systems to balance fluid volume. ADH is a water-conserving hormone. Aldosterone stimulates sodium and water retention. The chief stimulus for aldosterone secretion is sodium depletion and associated loss of plasma volume.

When body water changes, it can have significant effects throughout the body, including athletic performance. Indeed, dehydration of as little as 1% body weight (2 lb for a 200 lb person) is enough to reduce both endurance and strength performance — as well as cognitive performance.

What you should know

During exercise, we need more water. The enhanced metabolic rate of muscle contraction requires a larger delivery of nutrients and oxygen along with faster waste and heat removal from the body.

Exercise is not the only situation that causes alterations in body water. During growth and development, the percentage of body weight that is water and the percentage of water outside and inside of cells do not remain constant. When expressed as a percentage of body weight, body water decreases during gestation and early childhood, attaining adult levels by around 3 years of age.

So where do we get fluids to maintain balance? Well, remember that water intake doesn't come only from drinking water. It also comes from tea, coffee, non-dairy milks, milks, and water from solid foods. With thirst as a guide, humans



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are generally well hydrated. There is extreme variability in water needs based on climate and physical activity levels.

In the clinical setting, dehydration can be detected by loss of skin elasticity or turgor. If a fold of pinched skin returns to its original shape especially slow (called tenting), then dehydration is suspected (see image below). Conditions such as vomiting, diarrhea or intestinal drainage can also cause fluid imbalances.



However, while dehydration is a concern, *over*hydration is also something to watch for when planning fluid replacement. Hyponatremia is an electrolyte disorder in which plasma concentrations of sodium fall too low. This is associated with neurological morbidity and mortality. Most cases of hyponatremia are induced by an increase in total body water. This is indicative of impaired free water clearance by the kidneys. Many instances of hyponatremia have occurred because of overdrinking water. For example, as the *New England Journal of Medicine* reports in a study of Boston Marathoners:

Hyponatremia has emerged as an important cause of race-related death and life-threatening illness among marathon runners... **The strongest single predictor of hyponatremia was considerable weight gain during the race, which correlated with excessive fluid intake.**

For extra credit

For men, an average of 16 cups of water a day from fluid and non-fluid sources (e.g. fruits and vegetables) is adequate; for women, an average of 11 cups.

Ever wonder why IV fluids are typically given as normal saline? Well, normal saline is 0.9% concentration, similar to that of blood (isotonic).

Loss of plasma volume during prolonged exercise by dehydration diminishes performance in part because of the associated reduction in stroke volume and increases in heart rate known as cardiovascular drift.

ADH production can be affected by alcohol. When we drink alcohol, ADH production is lowered; thus, we urinate more and are thus more easily dehydrated.



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Summary and recommendations

- Be aware of thirst cues.
- If no fluids are going to be given during exercise, you can pre-hydrate with the following regimen:
- 16 ounces of fluid on the night before exercise
- 16 ounces in the morning
- 16-32 ounces 1 hour before exercise
- 8-16 ounces 20 minutes before exercise
- 24-32 ounces after exercise
- Consume nutrient dense foods/beverages after exercise to assist in the re-hydrating process.
- **Those with a history of cramping and “salty sweat” should consider adding salt to foods/beverages after exercising** (a quarter to one-half teaspoon).
- For every pound of sweat lost during exercise, rehydrate with 2 cups of fluid.
- Dark colored urine can be indicative of a low water reserve in the body. So make sure your urine is light-colored and clear.

Putting it all together:

With the basics all set, it is time to look at how to fix a broken diet: Here are 3 ways to get your eating on track.

By John Berardi, Ph.D.

In this article I'll share the 3 main strategies I use to help clients fix a “broken diet” and start eating better.

I'll also share how we troubleshoot eating plans when they've “just stopped working” and you don't know what else to try. And, finally, I'll show you how to use these powerful and purposeful strategies to improve your own eating. Or to help others do the same.

Nutrition “advice” often comes in buzzwords and slogans. We've all heard at least one of these gems:

“Just eat whole foods.”

“Only eat food that your grandmother would recognize.”

“Eat more fat and fewer carbs.”

“If it doesn't run, fly or swim – or it isn't a green vegetable – don't eat it.”

It's easy to simplify healthy eating into a five-second pitch. But soundbytes aren't enough to actually help people fix their eating and get better results.

You see, when you're an actual nutrition coach who works with real humans in the real world, slogans don't get the job done.

Real people need patient, careful, empathetic *coaching*. This means:



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Listening to their needs and what they want to accomplish.

Learning how they live.

Discovering what's really important to them.

And then **working together to create the right nutritional approach for them, a diet that's *personal* and *unique***, based on their goals and lifestyle.

Another thing that good nutrition coaches do to help their clients?

Observing their progress carefully and **correcting course** as necessary.

Here's why: Every diet system is going to stop working at some point. No matter how great it seems initially, *that diet will break*.

And when it does, your next step is crucial.

So, in this article, I'll help you figure out how to get started when your diet feels broken. I'll also share exactly how we troubleshoot nutrition plans when "they've just stopped working".

And then I'll teach you how to do it all yourself.

First, though, a disclaimer. I'm not going to give you a set of rules to follow. Or even share a specific diet philosophy.

Instead, I'm going to share a framework for evaluation.

This way, if you follow a Paleo diet, you can learn to Paleo better. If you're a vegan, you can learn to do that better too. And, if you're just getting started with eating healthier, you can start out right, without wasting time and energy.

Step 1: Identify and remove nutritional deficiencies

Most people think they need a complete overhaul at first.

"I have to cut out sugar... and dairy... and carbs... and saturated fat. Plus I have to eat more protein... more healthy fats... and more vegetables. Not a lot of fruit, though. I have to start drinking lots of water too. And exercise... maybe a 6 am boot camp... yeah."

I don't know about you, but I get exhausted just thinking about changing all this, all at once. Let's call it the "Mission Impossible" approach.

After coaching over 20,000 clients in the last few years, I've come to realize that the Mission Impossible approach isn't just difficult; it's misguided.

Because **a complete overhaul rarely addresses what's making most people feel bad in the first place.**

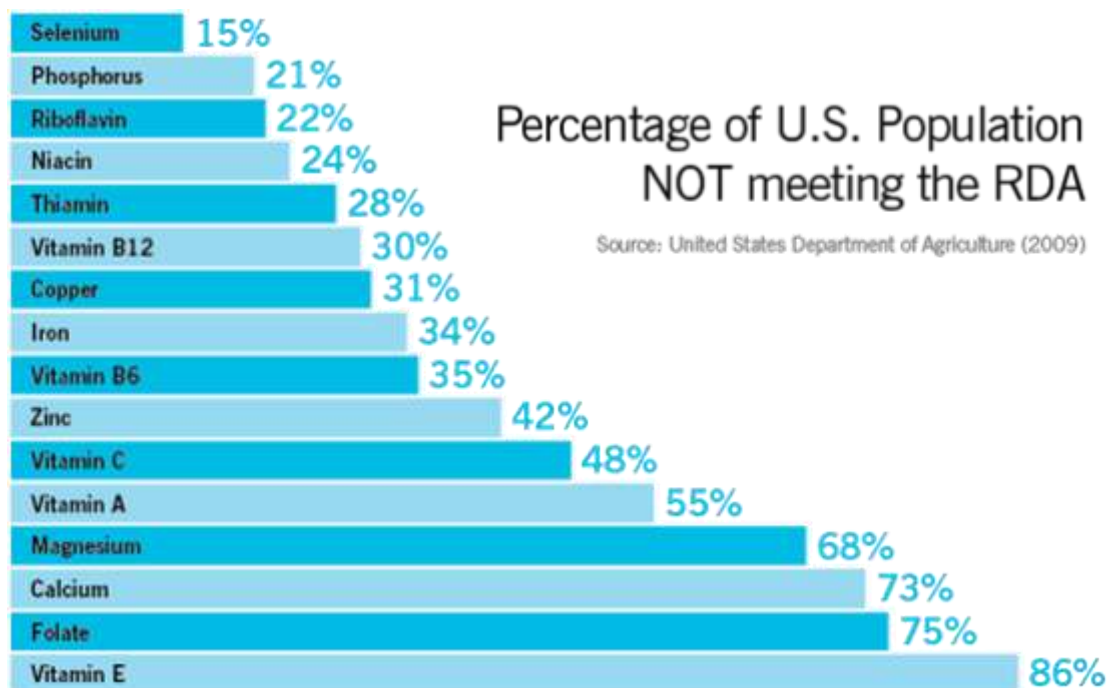
Often, people struggle with how they look and feel because their physiology doesn't work the way it should.

This can be hormonal imbalances, but it's more often *dietary deficiency*: not getting the right nutrients, in the right amounts, to get the best results.

Dietary deficiencies, therefore, are the first red flag that something's wrong.



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Just how common are dietary deficiencies?

The research in this area is pretty telling. A study published in the *Journal of the International Society of Sports Nutrition* showed that **it's really hard to get all the essential vitamins and minerals from food alone.**

This study analyzed 70 athlete diets. *Every single diet* was deficient in at least three nutrients. Some diets were missing up to *fifteen* nutrients!

What are the common nutritional red flags?

Here are the most common deficiencies we see with new clients:

water (low-level dehydration)

vitamins and minerals

protein (particularly in women and in men with low appetites)

essential fatty acids (95% of the population is deficient here)

At Precision Nutrition, we like to make it even easier. As soon as clients begin with us, we do a quick survey of what **they're eating. From there, we help them:**

eat more of the protein-rich foods they prefer;

drink more hydrating fluids;

take in more essential fats (through the use of fish or algae oil); and

eat more foods rich in the vitamins and minerals they need most.



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The power of removing nutrient deficiencies

Here's just one example (of many): Research in the *British Journal of Psychiatry* shows that providing fish oil and a multivitamin to prison inmates reduces aggressive and violent behavior by 35% and decreases antisocial behavior by 26%.

Also, a paper published in *Nutrition Reviews* shows that giving children fish oil and a multivitamin improves both their behavior and intelligence scores. (Who doesn't want a smarter, better-behaved kid?)

That's the power of removing nutrient deficiencies. When our bodies don't have the nutrients they need to do their work, we all suffer. But as soon as we get these nutrients, we thrive.

Step 2: Adjust food amount and food type

Once we're getting all the raw materials necessary for proper functioning (essential nutrients) we can move on to bigger issues. These include:

food amount (what some call calorie intake); and

food composition (which includes macronutrient breakdown).

Food amount and calorie counting

In our fat loss and muscle gain coaching programs we help clients get away from using handbooks, websites, databases, spreadsheets, and math when planning meals.

You see, while we know that total food (calorie) intake matters, we're just not fans of *counting calories*. To begin with, calorie counting does nothing to help us tune into our own powerful hunger and appetite cues. **By learning how to listen to our own bodies, we have better long-term success in healthy eating.** Nor does calorie counting help us balance our health goals with our natural human enjoyment of food. In the short term, anyone can turn eating into a numerical and robotic exercise. **But, in the long run, this strategy falls apart. (Just ask anyone who "used to" count calories. You shouldn't have a hard time finding them.)** **There's another problem with calorie counting: It's just not all that accurate.** Because of incorrect labeling, laboratory errors, and differences in food quality and preparation, calorie counts recorded on food labels and websites – **even those within the USDA's nutrient databases** – can be off by as much as 25%.

Calorie control without counting

We teach our clients a different approach to calorie control, using their own hand as the ultimate, portable measurement tool.



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For example, men might begin by eating:

- 2 palms of protein dense foods at each meal;
- 2 fists of vegetables at each meal;
- 2 cupped handfuls of carb dense foods at most meals; and
- 2 thumbs of fat dense foods at most meals.

And women might begin by eating:

- 1 palm of protein dense foods at each meal;
- 1 fist of vegetables at each meal;
- 1 cupped handful of carb dense foods at most meals; and
- 1 thumb of fat dense foods at most meals.

First, we help clients see what this looks like. Like, in real life. On a plate.

Then, we adjust actual portion sizes up or down, depending on each person's unique body and goals. For example:

Men in our Scrawny to Brawny program (who want to add mass fast) get 2 palms of protein dense foods at every meal, and — what the heck — throw in another thumb of fat or cupped handful of carbs.

But men in our Lean Eating program (who want to lose fat) might scale down to 1-2 palms of protein, 1 thumb of fat, **and 1 cupped handful of carbs, eaten slowly and mindfully to “80% full”.**

Of course, just like any other form of nutrition planning – including detailed calorie counting – this meal template is just a starting point.

You can't know *exactly* how your body will respond in advance. So stay flexible and “steer dynamically”. Adjust your portions based on your hunger, fullness, overall activity level, and progress towards your goals.

Start with the basic template and then adjust your portions at any time using outcome-based decision-making, aka: **“How's that working for you?”**

Food and macronutrient composition

Most people can simply eliminate nutrient deficiencies and get food portions and quality right, and stop there. Small adjustments in those two areas – *and nothing more* – will make a huge difference in how 90% of folks look and feel. Simple. Easy.

However, for those who want to go further – **because they have more advanced goals or because they're already doing the first two and still struggling** – **let's talk about food composition.**

At Precision Nutrition, we have a really simple shortcut for helping people “eat right for their body type”.



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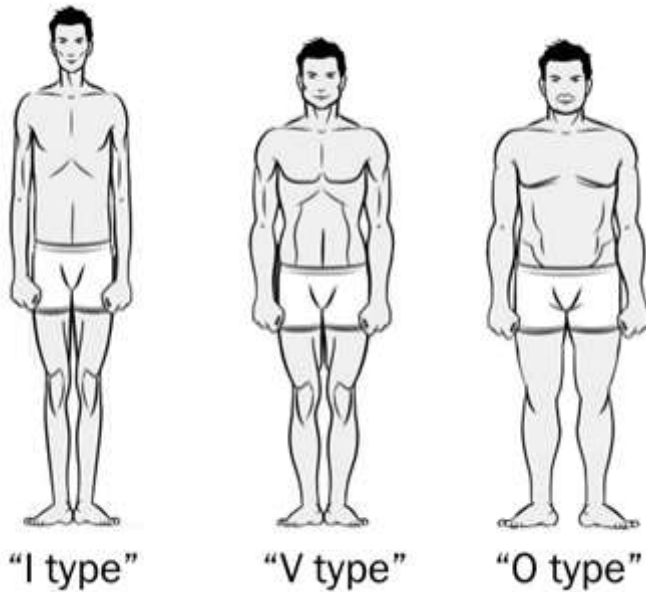
We begin by classifying clients into one of three general categories (or somatotypes):

I types (ectomorphs),

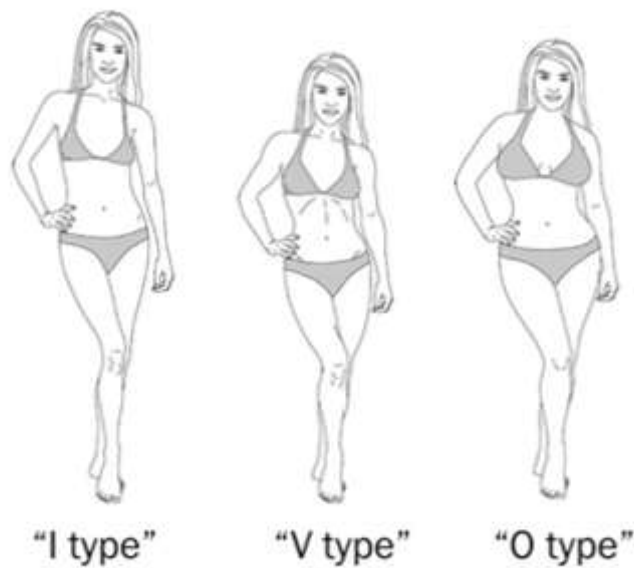
V types (mesomorphs), and

O types (endomorphs).

Here's a male example of each body type:



Here's a female example of each body type:





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Nutrition for “I types”

I types (ectomorphs) are thin, with smaller bone structures and thinner limbs. Think of a typical endurance athlete. And they have a few key features that affect their response to food.

Their engine speed is set to “high revving”. They tend to be thyroid- and sympathetic nervous system-dominant with either a higher output or higher sensitivity to catecholamines like epinephrine and norepinephrine. They typically have a fast metabolic rate.

They’re high-energy. They’re often fidgeters and pacers. They tend to burn off excess calories with near-constant movement throughout the day.

They tolerate carbs well. These are the rare folks who can seem to eat cookies with impunity.

I types therefore generally do best with more carbohydrates in the diet, along with a moderate protein and lower fat intake. **So that’s what we recommend: more healthy carbs and less fat with a moderate amount of protein.**

A nutrient distribution for this body type might be around 55% carbs, 25% protein, and 20% fat. (But don’t drive yourself crazy with the math. Just think “higher carbs and lower fat.”)

Here’s what that might look like using our portion control guide.

I type men begin by eating:

- 2 palms of protein dense foods at each meal;
- 2 fists of vegetables at each meal;
- 3 cupped handfuls of carb dense foods at each meal;
- 1 thumb of fat dense foods at each meal.

I type women begin by eating:

- 1 palm of protein dense foods at each meal;
- 1 fist of vegetables at each meal;
- 2 cupped handfuls of carb dense foods at each meal;
- 0.5 thumb of fat dense foods at each meal.

Nutrition for “V types”

V types (mesomorphs) have a medium sized bone structure and athletic body, and if they’re active, they usually have a considerable amount of lean mass. Many explosive athletes like wrestlers and gymnasts fit these criteria.



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Their bodies are designed to be powerful machines. Excess calories often go to lean mass and dense bones.

They tend to be testosterone and growth hormone dominant.

Thus, they can usually gain muscle and stay lean easily.

V types therefore generally do best on a mixed diet, with balanced carbohydrates, proteins, and fats. So that's what we recommend.

A nutrient distribution for this body type might be around 40% carbohydrate, 30% protein, and 30% fat. (Again, don't drive yourself crazy with the math. Just envision a roughly balanced mix of all three macronutrients.)

Here's what that might look like using our portion control guide.

V type men begin by eating:

2 palms of protein dense foods at each meal;

2 fists of vegetables at each meal;

2 cupped handfuls of carb dense foods at each meal;

2 thumb of fat dense foods at each meal.

V type women begin by eating:

1 palm of protein dense foods at each meal;

1 fist of vegetables at each meal;

1 cupped handfuls of carb dense foods at each meal;

1 thumb of fat dense foods at each meal.

Nutrition for "O types"

O types (endomorphs) have a larger bone structure with higher amounts of total body mass and fat mass. Football linemen, powerlifters, and throwers are typically endomorphs.

Their engine speed is set to "idle". They tend to be parasympathetic nervous system dominant. Unlike ectomorphs, endomorphs are built for solid comfort, not speed.

They're naturally less active. Where the ectomorphs tend to burn off excess calories with near constant movement, excess calories in endomorphs do not seem to cause that same increase in expenditure. This means that excess calories are more likely to be stored as fat.

They typically have a slower metabolic rate and generally don't tolerate carbohydrates as well, particularly if they are



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sedentary.

O types therefore generally do best on a higher fat and protein intake with carbohydrate intake being lower and properly timed (e.g., mostly after exercise). **So that's what we recommend: more fat and protein, less carbohydrate.**

A nutrient distribution for this body type might be around 25% carbs, 35% protein, and 40% fat. Again, no math gymnastics. Just think higher fats and protein, lower carbs.

Here's what that might look like using our portion control guide:

O type men begin by eating:

2 palms of protein dense foods at each meal;

2 fists of vegetables at each meal;

1 cupped handful of carb dense foods at each meal;

3 thumbs of fat dense foods at each meal.

O type women begin by eating:

1 palm of protein dense foods at each meal;

1 fist of vegetables at each meal;

0.5 cupped handful of carb dense foods at each meal;

2 thumbs of fat dense foods at each meal.

Step 3: Fine tune the details

So far we've covered the following steps:

Remove red flags and nutrient deficiencies.

Control your calorie intake without counting calories.

Adjust your food composition based on your body type.

What's left?

In the grand scheme of things, everything else – meal frequency, calorie/carb cycling, workout nutrition – is just a minor tweak. **A very minor tweak. But let's address them anyway.**



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Meal frequency

For years dietitians and nutritionists (myself included) thought that the best approach to splitting up your daily food intake was to eat small meals frequently throughout the day.

From early research we assumed that this would speed up the metabolism, help control the hormones insulin and cortisol, and help better manage the appetite. However, a recent review in the *Journal of the International Society of Sports Nutrition* suggests otherwise.

What this means is that **as long as we eat the right foods in the right amounts, meal frequency is a matter of personal preference.** You can eat lots of small meals each day (i.e. every few hours). Or you can eat a few big meals each day (i.e. with bigger time gaps between them). Now, my advice is: **Listen to your own body and apply the “how’s that workin’ for ya?” test.** If you’re covering all your other bases and your current meal frequency isn’t “workin’ for ya”, try switching it up. Experiment with fewer meals if you eat more frequently. And more meals if you eat less frequently. **Because either approach is valid, you’re free to find the approach that works best for you.**

Calorie and carb cycling

Whether your goal is to lose weight, build muscle, see your abs, or get back in shape, carb and calorie cycling can make a real difference.

(I know I’m going to sound like a broken record here, but it’s worth repeating. *Please* make sure deficiencies are eliminated, calories are controlled, and macronutrients are aligned appropriately – **and that you’re doing all of this consistently** before considering any of these fine-tuning strategies.)

While it may have a fancy name, carb cycling is simply eating more carbohydrates on some days – usually on high volume or high intensity days – and eating fewer carbohydrates on other days – usually low volume, low intensity, or off days.

We focus on carbohydrates (and not protein or fats) because carbs seem to influence body composition, how you look, and how you feel the most. By changing carbohydrate and therefore calorie intake on particular days, we can keep fat loss going and metabolic rate humming along, without the ill effects of stringent calorie or carb restriction.

The carb and calorie cycling approach is pretty simple, and based on your activity.

On the days you’re not lifting weights – or days you’re just doing low intensity or short duration exercise – eat a baseline diet of mostly protein, vegetables and healthy fats with minimal carbs.

On the days you are lifting weights – or you’re doing longer duration high intensity exercise – add starchy carbs to your baseline diet.

And that’s pretty much it. No need to measure grams or count calories. Just follow a baseline diet on lower carb days.



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And add carbs on higher carb days. Just remember this: **Removing deficiencies, controlling calorie intake, and beginning eating for your body type – and doing this all *consistently* – must come first.** If you haven't done those first, this strategy usually backfires.

Workout nutrition

What should you have before, during, and after your workout?

That's a valid question. But it really doesn't matter for anyone but an elite athlete training specifically for maximal muscle adaptation, and/or training with high volume and intensity (potentially multiple times every day).

If that's you, then yes, eating an appropriate meal about 2 hours before training or competition may be important.

Also, using a branched-chain amino acid drink (which is lower in carbs and calories), or a protein plus carbohydrate drink (which is higher in carbs and calories), during and/or after training can make a real difference in terms of adaptation and recovery.

However, if you're exercising for general health and fitness – or simply to look and feel better – you should only consider this question once you've:

eliminated deficiencies;

gotten your total food intake in check; and

started eating right for your body type.

And — might I gently remind you — done all the above *consistently*. Yes, every day. Over and over and over.

Then if you're still looking for a little boost, my best recommendation is to continue to eat normally around your workout. And use a simple branched chain amino acid (BCAA) supplement. 5-15 grams mixed in 1 liter of water and sipped during an exercise session should do the trick.

Summary

If you feel like your nutrition's off track – but aren't sure what to do about it – hopefully this article has given you something new to consider and try.

Remember:

First, remove red flags and nutrient deficiencies.

Control your calorie intake without counting calories.

Consider your body type and activity level.

Observe your progress carefully. Adjust your intake as needed.

Do all of this *consistently* and *long-term* first, before adding any new strategies.



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Remember, whether you're a beginner and trying to get started in the right direction, or you're experienced but still spinning your wheels, these steps – when applied in sequence – can make all the difference.

Additional Resources:

This was just a basic primer for nutrition, it is vital to read further and continue to help students reach their nutritional goals in order to live a healthy life. Here are some additional resources:

Precision Nutrition: Dr. John Berardi www.precisionnutrition.com

Dr. Jonny Bowden: www.jonnybowdenblog.com

Charles Poliquin: www.poliquingroup.com

Eat Move Sleep: 30 Day Challenge and Blog www.eatmovesleep.org

Drs. Chris and Kara Mohr: www.Mohrresults.com

Whole 9 Life: www.whole9life.com/9-blog



V. FITNESS LEADERSHIP AND CULTURE

A. Make Others Better

The culture of Noble Fitness can be described in three words: make...others... better. A great fitness culture happens when students alleviate personal fears, proactively dissolve embarrassment, and verbally encourage others to be at their very best mentally, emotionally and physically each day in class.

B. Fitness Leadership

A true fitness leader will work relentlessly to become the best they are capable of becoming while also encouraging others to work just as hard. True victory comes from maximizing one's own potential, not just besting others.

In competition, true fitness leaders will think win-win, rooting for classmates even in defeat.

Fitness leaders will mentor younger students who are experiencing high intensity exercise for the first time. Upperclassmen will help alleviate the anxiety of incoming freshmen and newcomers by helping them proactively recognize their fears and giving them tools to overcome such self-inflicted obstacles.

C. The 7 Habits of Highly "Fit" Teens

The 7 Habits of Highly Effective Teens is a powerful book that illustrates and describes how to build the necessary actions and mindsets for a successful high school journey. Each of the 7 Habits ties in quite well to Noble Fitness, especially within the realm of leadership and culture. In this section, you'll learn how each habit can be practiced and sharpened in your fitness journey.

1. Habit

"I am your constant companion. I am your greatest helper or your heaviest burden. I will push you onward or drag you down to failure. I am completely at your command. Half the things you do might just as well turn over to me and I will be able to do them quickly and correctly."

"I am easily managed - you must merely be firm with me. Show me exactly how you want something done and after a few lessons I will do it automatically. I am the servant of all great individuals and, alas, of all failures, as well. Those who are great, I have made great. Those who are failures, I have made failures."

"I am not a machine, though I work with all the precision of a machine plus the intelligence of a human. You may run me for a profit or run me for a ruin - it makes no difference to me. Take me, train me, be firm with me, and I will place the world at your feet. Be easy with me and I will destroy you."

2. Paradigms

Paradigms are a perception of the way things are. It is the way you see something, your point of view, your frame of reference. A paradigm is a belief you have about something, yourself, or others.

Fitness paradigms come in many different forms. They are based on previous experience, family fitness culture and personal feelings toward fitness.

Noble Fitness - an educated lifestyle of mental, emotional and physical fitness consistently and intentionally practiced by a noble community of students, teachers, leaders and families - may be a paradigm shift. Intense physical activity may be new to some students. A high concentration of nutrition in and outside of school may be a difficult transition. Through the relentless support of the noble community, students will be equipped to make a strong paradigm shift.

Negative self paradigms come in many forms and phrases. Below is a table of quotes that negative self-paradigms vs the



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necessary paradigm-shift:

Negative Self-Paradigms	Paradigm Shift
Exercise really isn't my thing.	I welcome new learning opportunities, especially in the areas of health and fitness.
I'm not a good athlete, so I'll probably fail fitness class.	I look forward to the challenge of becoming as physically fit as I can be.
I'm only good at running. Push-ups have always been too difficult for me.	Push-ups are necessary for core and upper body strength. I plan to give a full effort in helping my strength improve to the level of my
I am embarrassed to work out in front of others because I look awkward.	Fitness is not about how you look. Its about how you feel. I choose to feel good about my work ethic every day in class.
I'm really good in math and science, but am really bad at fitness.	I am thankful to have the opportunity and support to improve in all areas of my life at Noble.

(Source: 7 Habits, Covey p. 11-28)

3. The Personal Bank Account

"I'm starting with the man in the mirror. I'm asking him to change his ways. And no message could have been any clearer. If you wanna make the world a better place take a look at yourself and then make a change." - *Written by Siedah Garrett and Glen Ballard, Performed by Michael Jackson*

How you feel about yourself is like a personal bank account. Our daily actions can positively or negatively affect our bank account. Positive actions toward self and others is like making a deposit or adding money to your account. Negative actions toward self and others is like making a withdrawal. The more positive actions, the bigger your personal bank account. The more negative actions, the more your bank account diminishes until you are down to nothing. You'll simply feel better about yourself when you live a life that consistently makes positive deposits into your personal bank account.

Below are examples of PBA deposits and withdrawals within the area of fitness:

PBA Fitness Deposits	PBA Fitness Withdrawals
You keep a promise to stretch before bed and when you wake up.	You break your promise after you miss one night of stretching and decide not to do it anymore.
After class, you tell a classmate that you "truly appreciate" their hard work.	You appreciate the hard work of others, but keep it to yourself.
You are gentle with yourself and understand there will be fitness failures and challenges as part of the journey.	You constantly ridicule yourself and beat yourself up over a lack of achievement in your fitness courses.
You are honest with yourself and others about your strengths and weaknesses in fitness.	You are not true to yourself and others and deny that you need to make improvement in health and fitness.
You renew yourself through constant development of mental, emotional and physical fitness.	You neglect to build all aspects of mental, emotional and physical fitness.
You are intentional about leaving classmates notes of encouragement before their fitness tests.	You think mostly about yourself prior to fitness tests.

(Source: 7 Habits, Covey p. 31-43)



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4. Habit 1: Be Proactive

Being proactive is more than taking initiative. It is accepting responsibility for our own behavior (past, present, and future) and making choices based on principles and values rather than on moods or circumstances.

Proactive people are agents of change and choose not to be victims, to be reactive, or to blame others. They take an In-side-Outside Approach to creating changes.

Proactive Noble students plan for fitness. They encourage themselves and others to have the right mindset in class. Proactive Noble students think about how they will react positively to their fitness fears and failures. They especially promote a culture of responding well to the fitness fears and failures of others.

Reactive Language	Proactive Language
I'll try.	I'll do it.
That's just the way I am.	I can do better than that.
There's nothing I can do.	Let's look at all options.
I have to.	I choose to.
I can't.	There's gotta be a way.
You ruined my day.	I'm not going to let you bring me down.
You embarrassed me.	You made a poor decision, but it doesn't affect me.

Proactive People	Victims (victimitis virus)
Are not easily offended by others	Are easily offended by others
Take responsibility for their personal fitness	Blame others for their lack of fitness personal fitness
Think about fitness culture before they act.	Get angry, say things they'll regret during fitness class.
Bounce back when failure happens.	Whine and complain when failure happens.
Takes the proper steps to for body recovery quickly after challenging workouts.	Don't treat their bodies well after challenging workouts.
Assertive. Always find a way to make it happen.	Passive. Wait for things to happen to them.
Focus on the things they can control, and not the things they cannot control.	Change only when their teacher or advisor forces them to.

(Source: 7 Habits, Covey p. 47-72)

Falling Down / Failing



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Inevitably, students will fall to the ground during a fitness class. Whether it during a dynamic stretch, sprints or relay races, students will trip and fall to the surface. What should Noble students do when this happens?

Answer: If you are the one who fell, as long as you are not injured get right back up and keep going. Do not laugh at yourself. Do not fake an injury out of embarrassment. Do not worry about what others think. Just dust yourself off, get right back up to your feet and keep going. You will earn the respect of students and teachers when you respond well to this type of adversity.

If one of your fellow classmates falls to the ground, immediately encourage them to get back up and keep going. Do not laugh, do not look at others to see their reaction. Offer a helping hand if they need it, but never laugh, even if the students make the reactive choice of laughing at him or herself.

Be proactive. Know that people will fall. Know that people will fail. Our character is defined by our ability to get right back up after we get knocked down.

5. Habit 2: Begin With the End in Mind

Individuals, families, teams, and organizations shape their own future by creating a mental vision and purpose for any project. They don't just live day to day without a clear purpose in mind. They mentally identify and commit themselves to the principles, values, relationships, and purposes that matter most to them.

Noble students must pass a fitness and health test each year to be promoted to the next grade level. As a way of beginning with the end in mind with your fitness, ask yourself the following questions:

- By the end of the each year, what fitness numbers do you hope to achieve?
- Do you want to increase or decrease your body fat percentage or BMI?
- What do you need to do to fuel your body better?
- Can you visualize your highest level of mental, emotional and physical fitness?
- What will you feel like at the end of this school year?

In order to achieve success on each, goals will need to be set. Here are the five keys to goal setting:

Key to Goal Setting	Description
1. Count the cost.	Create a list of changes that are necessary in your life in order to achieve your fitness goals?
2. Put it to pen.	Write your fitness goals on paper or type them into the computer
3. Just do it.	Commit to a fitter lifestyle and eliminate the distractions that keep you, your friends and your family from achieving it.
4. Use momentous moments	The beginning of the school year, week, month and day give you the opportunity for a fresh start. Use the momentum that exists with new beginnings to set your fitness goals.
5. Rope up.	Gather strength from your great friends and family and be that same strength for them in return when they need it.

(Source: 7 Habits, Covey p. 73-104)

6. Habit 3: Put First Things First



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To put first things first, one must organize and execute around the mental creation of your purpose, vision, values, and most important priorities. The main thing is to keep the main thing the main thing. Most people can be categorized into one of the groups below:

People	Characteristics
1. The Procrastinator	Is addicted to urgency. Puts things off until the very last minute, then scrambles to complete the task. Waits until there is an emergency. Is likely to wait until April or May to begin preparing for the fitness test. Will likely use unhealthy methods of completing tasks, i.e. using an all-nighter for a project.
2. The Prioritizer	Sets long term and short term goals Plans ahead Is proactive in projects, reactions and relationships Knows current fitness data and has a goal for the post fitness test Consistently improves in all areas of fitness
3. The Yes-Man	Gets distracted easily Is susceptible to negative peer pressure Wants to be liked Has a hard time saying no to requests Will allow fitness plans and goals to get disrupted easily Lacks the strength to stay on track
4. The Slacker	Lacks work ethic and passion Wastes time on unimportant items Does not set goals or work to accomplish anything specific Will never put forth full effort in a fitness course Struggles to live an active lifestyle No sense of urgency regardless of the task

Planning the Big Rocks

With mental, emotional and physical health being a high priority for Noble students, strategic fitness planning is a major component. Students should take fifteen minutes each week to plan for their next week. As part of this fifteen minutes, write down the most important things that need to be accomplished in the upcoming week. The 7 Habits of Highly Effective Teens calls these priorities the “big rocks”. One of the simplest ways to create big fitness rocks is to plan the workouts you will have for the upcoming week based on the number of intense physical minutes you hope to achieve. **Students should attempt to average 150 minutes of intense physical minutes per week.** If you are only taking two fitness classes next week, you may only be getting about 60-100 intense physical minutes. You should plan to have two more workouts outside of school to ensure that you have accomplished 150 minutes.

Courage vs Comfort Zone

Putting first things first takes courage and will often take you away from your comfort zone. A comfort zone represents things you are familiar with, place you know, friends you are at ease with, and activities you enjoy doing. A comfort zone doesn't have much risk in the present time, but over time it can be a dangerous place to be. In order to achieve more personal growth, a student will need to consciously leave the comfort zone - a safe and secure place - and enter the courage zone.

The courage zone requires a student to partake in activities, actions, conversations, and experiences that aren't quite as easy to navigate. Those that live in the courage zone do not let fears, anxiety and peer pressure guide their decision making.

Fitness Courage Zone vs and Fitness Comfort Zone



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Comfort Zone	Courage Zone
Avoids attention by not staying very quiet (not encouraging others) in fitness class.	Verbally encourages others to do well in fitness class.
Only does push-ups because "running is difficult".	Works hard to improve all areas of fitness, especially their weaknesses.
Stays near the back of class out of fear that they look awkward doing exercises.	Doesn't worry about how he/she looks in fitness class. More concerned how fitness makes them feel.
Doesn't feel worth enough to tell others they did a good job.	Knows that encouragement is a form of personal courage.
Works hard in fitness, but won't help friends or family because they don't want to offend anybody	Makes fitness a lifestyle for themselves and others.
Doesn't adapt well to rigorous fitness classes and would rather only do what they did in middle school.	Enjoys learning new activities and fitness skills and is unafraid to try many different things.

(Source: 7 Habits, Covey p. 103-130)

7. Habit 4: Think Win-Win

When you reach a personal record for push-ups, how do you feel when your classmate's personal record is slightly higher? When you lose a hard fought game, do you blame coaches and referees for the loss as opposed to crediting the other team? Do you root against other fitness classes in your school or do you hope that everyone does their best?

Noble students who think win-win will always show respect and admiration for the achievements of others. They don't constantly compare themselves to others, but choose to only worry about doing their very best. Students who think win-win simply go out of their way to encourage others to do their best, even if it means that another's best is greater than their best.

Noble sports teams that think win-win will sincerely congratulate the winning team and not blame others for the loss. Students who think win-win will not pout or walk away after a loss. They shake hands in a mature manner so as to credit the other team with a job well done. Even in the most difficult of defeats - a championship game - Noble students will honorably stand up and respect the winning team during the ceremony.

Thinking win-win encourages conflict resolution and helps individuals seek mutually beneficial solutions. It's sharing information, power, recognition, and rewards.

Winners	Losers
Do their best no matter the day, environment or competition	Only do their best when a reward is possible or when they are playing against good competition
Root for others to do their absolute best on the FitnessGram	Only root for people who will not beat them on the FitnessGram
Sincerely wish other classes "good luck" on the upcoming fitness competition	Tell others how they hope certain classes don't perform well on the upcoming fitness competition
Sincerely congratulate other teams with a good handshake and may even give a shout out to an opposing player that performed really well.	After losing, gives the other team a poor handshake and then walks off to be alone because they "hate losing".
Proactively speak positively about their competition	Reactively speak negatively about their competition
Gives credit to others first, and doesn't crave personal recognition	Hopes for individual praise over team praise.

(Source: 7 Habits, Covey p. 145-162)

8. Habit 5 Seek First to Understand, Then be Understood



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There are many factors that may cause a student, friend or family member to fear a lifestyle of fitness. Many times, our lack of knowledge when it comes to exercise or healthy eating causes us to avoid the topic. As a Noble student, you are encouraged to prioritize fitness and make it a part of your school and home lifestyle. If a person in your life seems discouraged or apprehensive about changing their lifestyle, be a great listener first.

When we listen with the intent to understand others, rather than with the intent to reply, we begin true communication and relationship building. Seeking to understand takes kindness; seeking to be understood takes courage. Effectiveness lies in balancing the two.

Five Poor Listening Styles

1. Spacing out
2. Pretend listening
3. Selective listening
4. Word listening
5. Self-centered listening

When listening to others discuss their fitness hurdles, goals, dreams, faults, etc., put yourself in their shoes, genuinely listen, then provide constructive feedback when the time is right.

(Source: 7 Habits, Covey p. 163-180)

9. Habit 6 SYNERGIZE

When a new student asks about the culture of your fitness class, what do you say? Do you mention teamwork, acceptance, encouragement? What does it mean to be open-minded in a fitness class? If you use the word *synergy* to describe your fitness class, then chances are you have a class full of mature, dedicated and team-oriented students, all working together to make one another better.

Synergy (in fitness) is:	Synergy (in fitness) is not:
Celebrating differences, and understanding that all people have different fitness abilities	Tolerating differences, but refusing to find joy in the growth of others
A community of teamwork and encouragement in which all are working together to help others become a little more fit each day.	Working hard by yourself and not worrying about positively affecting others.
Open-mindedness; being willing to want to try new exercises, techniques; taking feedback well.	Thinking you know everything; not being mature enough to take feedback or constructive criticism.
Finding new and better ways to improve all areas of fitness.	Only wanting to do it your way.
Coaching others when needed, while being willing to be coached by others	Being un-coachable
Verbally expressing your appreciation for others hard work and achievement	Keeping your thoughts to yourself; feeling unworthy to tell somebody "good job".

Roadblocks to Synergy

Three roadblocks to synergy in all organizations are ignorance, cliques and prejudice.



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Ignorance means you don't understand anything about a person's life experience, personal hurdles or background, yet form a strong opinion on them. In general, ignorant people have a lack of understanding for other people or situations. In a fitness course, ignorance can surface in many ways, especially when it comes to students with mental and physical disabilities. Disabilities can be so complex that most people have no idea what they mean, how they are treated or what effect there is on a person's body. Ignorant people make positive or negative assumptions about a person's fitness ability. In a class with synergy, students don't make assumptions. They simply work together in an open-minded way.

Cliques occur when students form strong preferences in regards to whom they interact with most often and then seclude others from joining that group because of differences that exist. In a fitness class, cliques can happen when better athletes only prefer to work with one another. They can also happen when students with less ability choose to avoid interaction with others out of intimidation or fear. In a fitness class that displays synergy, students celebrate one another differences and go out of their way to support others in their fitness journey.

Prejudice is a dislike of a thing, person, group or idea based on preconceived notions not based on actual reason or experience. In fitness, students who are ignorant to other cultures can have typical prejudices such as skin color, gender, or sexuality. But, it is also possible to find prejudice against students who are overweight and less athletic. Students act on their own prejudice by not treating others equally. A fitness class with synergy treats everyone with equal support, encouragement and understanding.

Getting to Synergy (5 Step Action Plan)

1. Define the problem or the opportunity
2. Their way - seek first to understand the ideas of others
3. My way - seek to be understood by sharing your ideas
4. Brainstorm - create new options and ideas
5. High way - find the best solution

The 5 E's of Strong Fitness Culture

Concept	Summary
Effort	Students display 100% effort, 100% of the time
Energy	Students moves quickly, and with a sense of urgency
Enthusiasm	Student have a positive and infectious demeanor at all times. They simply look happy to be there.
Encouragement	Students verbally congratulate others for a job well done
Execution	Students sweat the small stuff. They treat all aspects of class with equal concentration and importance

10. Habit 7 SHARPEN THE SAW

The 7th Habit is about keeping yourself sharp so you can better deal with life. It means regularly renewing and strengthening four key dimensions of your life - your body, your brain, your heart, and your soul. Sharpening the saw allows us to execute



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the other six habits to the best of our ability. Without sharpening the saw, the trees of life become harder to cut down. We must sharpen our mental, emotional and physical fitness levels as often as possible.

Body	Physical	Exercise, eat healthy, sleep well, relax
Brain	Mental	Read, educate, write, learn new skills
Heart	Emotional	Build relationships, give service, laugh
Soul	Spiritual	Meditate, keep a journal, pray, take in quality media

Examples of Sharpening the Saws of Fitness

Body (Physical)	Brain (Mental)	Heart (Emotional)	Soul (Spiritual)
Eat good food, especially a great breakfast daily	Read an exercise journal daily	Keep fitness promises to self	Meditate
Give up a bad habit for one week	Travel	Encourage others in their fitness journey	Coach / serve others
Bike	Plant a vegetable garden	Write notes of encouragement to others	Write in a journal
Lift weights	Tour a new fitness gym in the city	Think win-win every day	Take a long walk
Get enough sleep	Visit a library	Listen to others	Read inspiring books
Practice yoga	Write a story, poem, song	Make somebody feel comfortable in class	Take deep breaths often
Play a sport	Visit a museum	Give advice to younger students on how to prepare for	Reflect on personal goals and fitness statements
Take walks	Participate in class discussion	Write a motivating letter to an incoming freshmen	Meet with friends to discuss health and fitness
Stretch	Lead a class workout	Cook a healthy meal for your family	Speak to a fitness mentor
Try a new fitness class	Read an uplifting book	Have a family discussion about fitness	Schedule spiritual time for yourself

(Source: *7 Habits, Covey p. 206-242*)

Date: 20 January & 21 January

Enduring Understanding: Probability models are useful for making decisions and predictions

Essential Question: What are the benefits of simulating events as opposed to gathering *real* data?

Main Objective(s): Identify and apply basic probability rules including the multiplication rule for independent events, the complement rule, and the addition rule for mutually exclusive and non-exclusive events.

Agenda:

- Do Now
 - ◆ #60: What is the probability of a natural in craps?
 - ◆ #57: What is the probability of choosing a certain type of person at random?
- AP: FRQ 2003B #2
 - ◆ 20 minutes solving the problem.
 - ◆ Part a/b assessed for a grade
 - ◆ Begin discussion around part c
 - “What do you understand about this problem?”
 - “What do you need to know to solve this problem?”
 - Anticipating a stall at the word “independent”
 - What does this word mean in the context of probability?
 - Why do we multiply in this context?
- Non-AP: Infinite Monkey Theorem (Small & Whole Group discussion)
 - ◆ Talk about the theorem: Monkeys typing on a typewriter will produce the complete works of Shakespeare
 - ◆ Assuming the monkey is typing at random what is the probability that the monkey types the word “golder?” (Multiplication rule for independent events)
 - What happens if we add more monkeys?
 - ◆ Let’s ignore punctuation and spaces: what are the odds that a monkey produces Hamlet? (130,000 letters)
 - What do we need to know?
 - How can we apply our rule from above?
 - How does this result (3.4×10^{183946}) compare to the numbers of stars in the universe? How does it compare to the number of atoms in the universe? (10^{79})
- Conditional Probability Workshop
 - ◆ Examples using decks of cards: **Given** we have a 2 of clubs, what is the probability that we will draw a straight flush?
 - ◆ Two-way table: handedness and gender (ask the class to get the data)
 - If I have a girl, what is the probability that she is left-handed?
- How to test for independence
- Exit Ticket: Two questions about conditional probability & the general multiplication rule
- Homework: AP: Read chapter 5 in Naked Statistics. For the week: 57-60, 63, 65, 67, 69, 73, 77, 79, 83, 85, 87, 91, 93, 95, 97, 99

Date: 22 January & 23 January (RCPU)

Enduring Understanding: Probability models are useful for making decisions and predictions

Essential Question: What are the benefits of simulating events as opposed to gathering *real* data?

Main Objective(s): When appropriate, use tree diagrams to describe chance behavior and apply the general multiplication rule & compute and identify conditional probabilities

Agenda:

- Do Now
 - ◆ [Baseball Prospectus Article on throwing a perfect game](#)
 - ◆ What is the probability that a pitcher throws 9 perfect innings in a row?
- Introducing Probability Trees
 - ◆ Students will look at the article on cbsnews regarding drug testing and [false positives](#).
 - ◆ Problem: What percent of people who test positive actually use illegal drugs?
 - ◆ Students will build a tree diagram
 - ◆ Anticipating issues regarding the phrasing of questions and how to parse through phrases and probabilities regarding “given”
 - Introduce (or somehow derive) the formula $P(A | B) = P(A \cap B)/P(B)$
- Demonstrate another example (#99 in the book about HIV testing)
 - ◆ Have small groups complete the problem
 - ◆ Ask about process throughout
- Homework: AP: Read chapter 5 in Naked Statistics. For the week: 57-60, 63, 65, 67, 69, 73, 77, 79, 83, 85, 87, 91, 93, 95, 97, 99
 - ◆ AP: Complete and take note of any difficulty regarding [AP FRQ 2002 #2](#)

Part 1: Multiple Choice. Circle the letter corresponding to the best answer.

- A fair coin is tossed four times, and each time the coin lands heads up. If the coin is then tossed 1996 more times, how many heads are most likely to appear in these 1996 additional tosses?
 (a) 996 (b) 998 (c) 1000 (d) 1002 (e) 1996
- Dwayne has collected data on the number of occupants of cars travelling on the road past his house for the past week. Based on his data, he has constructed a probability model for the number of occupants of a randomly-selected car on his street. Which of the following could be his model?

(a)

No.	Prob.
1	.6
2	.2
3	.2
4	.1
≥5	.05

(b)

No.	Prob.
1	.5
2	.25
3	.15
4	.06
≥5	.04

(c)

No.	Prob.
1	2
2	1
3	.1
4	.1
≥5	.4

(d)

No.	Prob.
1	1/2
2	1/4
3	1/4
4	1/8
≥5	1/8

(e)

No.	Prob.
1	.5
2	.2
3	.1
4	.05
≥5	.05

Use the following for questions 3 – 5.

The two-way table below gives information on the performers in the New York Philharmonic Orchestra, categorized by section (type of instrument) and gender.

	Strings	Woodwinds	Brass	Totals
Male	24	8	12	44
Female	37	6	1	44
Totals	61	14	13	88

- You select one musician from this group at random. What is the probability that this person plays a woodwind?
 (a) 0.091 (b) 0.136 (c) 0.159 (d) 0.182 (e) 0.571
- You select one musician from this group at random. If the person is a male, what is the probability that he plays a woodwind?
 (a) 0.091 (b) 0.136 (c) 0.159 (d) 0.182 (e) 0.571

5. You select one musician from this group at random. Which of the following statement is true about the events “Plays a woodwind” and “Male?”
- The events are mutually exclusive and independent.
 - The events are not mutually exclusive but they are independent.
 - The events are mutually exclusive, but they are not independent.
 - The events are not mutually exclusive, nor are they independent.
 - The events are independent, but we do not have enough information to determine if they are mutually exclusive.
6. A die is loaded so that the number 6 comes up three times as often as any other number. What is the probability of rolling a 1 or a 6?
- $\frac{2}{3}$
 - $\frac{1}{2}$
 - $\frac{3}{8}$
 - $\frac{1}{3}$
 - $\frac{1}{4}$
7. You draw two marbles at random from a jar that has 20 red marbles and 30 black marbles without replacement. What is the probability that both marbles are red?
- 0.1551
 - 0.1600
 - 0.2222
 - 0.4444
 - 0.8000

Use the following for questions 8 and 9:

An event A will occur with probability 0.5. An event B will occur with probability 0.6. The probability that both A and B will occur is 0.1.

8. The conditional probability of A, given B
- is $1/2$.
 - is $3/10$.
 - is $1/5$.
 - is $1/6$.
 - cannot be determined from the information given.
9. We may conclude that
- events A and B are independent.
 - events A and B are mutually exclusive.
 - either A or B always occurs.
 - events A and B are complementary.
 - none of the above is correct.
10. If you buy one ticket in the Provincial Lottery, then the probability that you will win a prize is 0.11. Given the nature of lotteries, the probability of winning is independent from month to month. If you buy one ticket each month for five months, what is the probability that you will win at least one prize?
- 0.55
 - 0.50
 - 0.44
 - 0.45
 - 0.56

Part 2: Free Response

Show all your work. Indicate clearly the methods you use, because you will be graded on the correctness of your methods as well as on the accuracy and completeness of your results and explanations.

11. An airline estimates that the probability that a random call to their reservation phone line result in a reservation being made is 0.31. This can be expressed as $P(\text{call results in reservation}) = 0.31$. Assume each call is independent of other calls.

(a) Describe what the Law of Large Numbers says in the context of this probability.

(b) What is the probability that none of the next four calls results in a reservation?

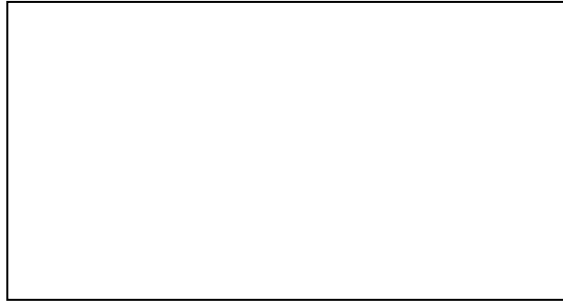
(c) You want to estimate the probability that exactly one of the next four calls result in a reservation being made. Describe the design of a simulation to estimate this probability. Explain clearly how you will use the partial table of random digits below to carry out your simulation.

(d) Carry out 5 trials of your simulation. Mark on or above each line of the table so that someone can clearly follow your method.

188	87370	88099	89695	87633	76987	85503	26257	51736
189	88296	95670	74932	65317	93848	43988	47597	83044
190	79485	92200	99401	54473	34336	82786	05457	60343
191	40830	24979	23333	37619	56227	95941	59494	86539
192	32006	76302	81221	00693	95197	75044	46596	11628

12. A grocery store examines its shoppers' product selection and calculates the following: The probability that a randomly-chosen shopper buys apples is 0.21, that the shopper buys potato chips is 0.36, and that the shopper buys both apples and potato chips is 0.09.

(a) Let A = Randomly-chosen shopper buys apples, and C = Randomly-chosen shopper buys potato chips. Sketch a Venn diagram or two-way table that summarizes the probabilities above.



(b) Find each of the following:

i. The probability that a randomly-selected shopper buys apples or potato chips.

ii. The probability that a randomly-selected shopper buys potato chips or doesn't buy apples.

iii. The probability that a randomly-selected shopper doesn't buy apples and doesn't buy potato chips.

13. Wile E. Coyote is pursuing the Road Runner across Great Britain toward Scotland. The Road Runner chooses his route randomly, such that there is a probability of 0.8 that he'll take the high road and 0.2 that he'll take the low road. If he takes the high road, the probability that Wile E. catches him is 0.01. If he takes the low road, the probability he gets caught is 0.05. Find the probability that he took the high road, given that he was caught.

		<ul style="list-style-type: none"> • Describe a completely randomized design for an experiment. • Explain why random assignment is an important experimental design principle. • Distinguish between a completely randomized design and a randomized block design. • Know when a matched pairs experimental design is appropriate and how to implement such a design. • Determine the scope of inference for a statistical study. • Evaluate whether a statistical study has been carried out in an ethical manner. 		
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Summative Assessment

Unit III: Anticipating Patterns				
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Probability models are useful tools for making decisions and predictions. • Probability is the basis of statistical inference. • The notion and behavior of a random variable is foundational to understanding probability distributions. • Probability is based on relative frequencies. • The Law of Large Numbers is an important concept when simulating probability experiments. 		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the probability of understanding probability? • When is probability a sure thing? • How can we base decisions on chance? • How can probability be used to simulate events and to predict future happenings? • What are the benefits of simulating events as opposed to gathering real data? 		
Content:	Time Frame:	Objectives:	Practice:	Assessments:

<ul style="list-style-type: none"> • What is Conditional Probability • Conditional Probability and Independence • Tree Diagrams and the General Multiplication Rule • Independence: A Special Multiplication Rule • Calculating Conditional Probabilities • Probability Models • Basic Rules of Probability • Two-Way Tables and Probability • Venn Diagrams and Probability • The Idea of Probability • Myths about Randomness • Simulation • 	<p>6 days</p>	<ul style="list-style-type: none"> • When appropriate, use a tree diagram to describe chance behavior. • Use the general multiplication rule to solve probability questions. • Determine whether two events are independent. • Find the probability that an event occurs using a two-way table. • When appropriate, use the multiplication rule for independent events to compute probabilities. • Compute conditional probabilities. • Describe a probability model for a chance process. • Use basic probability rules, including the complement rule and the addition rule for mutually exclusive events. • Use a Venn Diagram to model a chance process involving two events. • Use the general addition rule to calculate $P(A \cup B)$ • Interpret probability as a long-run relative frequency in context. <p>Use simulation to model chance behavior.</p>		
Summative Assessment				
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Randomness and probability are the theoretical bases of statistical theory. • Probability models are useful tools for making decisions and predictions. 		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is randomness? • How can modeling predict the future? • To what extent does our world exhibit binomial and geometric phenomena? • When is probability a sure thing? 		

Algebra: U7L1

Date: March 2, 2015	Topic: System of Equations
Main Objective: SWBAT determine if an ordered pair is a solutions to a system, by plugging in the given and graphing the solution.	
Do Now: U7D1	CRS: XEI 606 - P
Big Ideas: → Solutions to systems of equations	Essential Questions: → What does a solution to a system of equations mean? → What problems can be solved using a systems of equations?
Agenda: <ul style="list-style-type: none">★ [5 min] Do Now★ [10 min] Correct Do Now★ [15 min] Discuss HW/Notes★ [40 min] Alternate Practice Problems and Discuss★ [10 min] Exit	Notes: <i>Key questions:</i> <i>How can you find out if a point is a solution to an equation? How do you figure out if it is a solution to a system of equations?</i>
HW: → U7D1	Assessment Questions: Is (x, y) a solution to the system of equations below? What does it mean when something is a solution to a system of equations?

Algebra: U7L2

Date: March 4, 2015	Topic: System of Equations
Main Objective: SWBAT determine if an ordered pair is a solutions to a system, by plugging in the given and graphing the solution.	
Do Now: U7D2	CRS: XEI 606 - P
Big Ideas: → Graphing and solutions to systems of equations	Essential Questions: → What does a solution to a system of equations mean? → What strategies help us solve systems?
Agenda: <ul style="list-style-type: none">★ [5 min] Do Now★ [10 min] Correct Do Now★ [15 min] Discuss HW/Notes★ [40 min] Alternate Practice Problems and Discuss★ [10 min] Exit	Notes: <i>Key questions:</i> <i>What do you notice about the solution to a system of equations when you graph it?</i>
HW: → U7D2	Assessment Questions: Graph and find solution to two linear equations

Algebra: U7L3

Date: March 9, 2015	Topic: System of Equations
Main Objective: SWBAT solve systems using the substitution method when given an isolated variable	
Do Now: U7D3	CRS: XEI 606 - P
Big Ideas: → Substitution	Essential Questions: → What does a solution to a system of equations mean? → How can a system of equations be solved?
Agenda: <ul style="list-style-type: none">★ [5 min] Do Now★ [10 min] Correct Do Now★ [15 min] Discuss HW/Notes★ [40 min] Alternate Practice Problems and Discuss★ [10 min] Exit	Notes: <i>Key questions:</i> <i>What does substitution mean?</i> <i>How can you use substitution to solve a system of equations?</i> <i>What steps do you need to take to solve using substitution?</i> <i>How can you check your answer?</i>
HW: → U7D3	Assessment Questions: Solve a system using substitution and provide y-value (x= already provided, so sts do not need to first isolate a variable and then substitute)

Algebra: U7L4

Date: March 10, 2015	Topic: System of Equations
Main Objective: SWBAT solve systems using the substitution method by isolating a variable in one equation and substituting it into the second	
Do Now: U7D4	CRS: XEI 606 - P
Big Ideas: → Substitution	Essential Questions: → What does a solution to a system of equations mean? → How can a system of equations be solved?
Agenda: <ul style="list-style-type: none">★ [5 min] Do Now★ [10 min] Correct Do Now★ [15 min] Discuss HW/Notes★ [40 min] Alternate Practice Problems and Discuss★ [10 min] Exit	Notes: <i>Key questions: What if your system has both equations in standard form? How can you use substitution?</i>
HW: → U7D4	Assessment Questions: Solve a system using substitution and provide y-value (isolated variable not provided, so sts need to first isolate and then substitute)

Algebra: U7L5

Date: March 11, 2015	Topic: System of Equations
Main Objective: SWBAT find solutions to systems by implementing the elimination method.	
Do Now: U7D5	CRS: XEI 606 - P
Big Ideas: → Elimination	Essential Questions: → What does a solution to a system of equations mean? → How can a system of equations be solved?
Agenda: <ul style="list-style-type: none">★ [5 min] Do Now★ [10 min] Correct Do Now★ [15 min] Discuss HW/Notes★ [40 min] Alternate Practice Problems and Discuss★ [10 min] Exit	Notes: <i>Key questions: What does elimination mean? How can it be used to solve a system of equations? How is it connected to substitution? How do you eliminate when coefficients are opposites? What if coefficients are the same? What if coefficients are neither the same nor opposites?</i>
HW: → U7D5	Assessment Questions: Solve a system using elimination (no manipulation of equations needed) and give x-value

Algebra: U7L6

Date: March 12, 2015	Topic: System of Equations
Main Objective: SWBAT find solutions to systems by implementing the elimination method.	
Do Now: U7D6 Do Now	CRS: XEI 606
Big Ideas: → Systems of Equations	Essential Questions: → What does a solution to a system of equations mean? → What strategies help us solve systems?
Agenda: <ul style="list-style-type: none">★ [5 min] Do Now★ [10 min] Correct Do Now★ [25 min] Discuss HW/Notes★ [35 min] Practice Problems★ [5 min] Exit	Notes: <i>Key questions:</i> <i>What does elimination mean?</i> <i>How can you explain the steps to using the elimination method?</i> <i>Where do common mistakes occur?</i>
HW: → U7D6 HW	Assessment Questions: 1) What is the solution to the following system of equations?

Algebra: U7L7

Date: March 16, 2015	Topic: System of Equations
Main Objective: SWBAT choose the best strategy to solve a system of equations	
Do Now: U7D7 Do Now	CRS: XEI 606
Big Ideas: → Systems of Equations	Essential Questions: → What does a solution to a system of equations mean? → What strategies help us solve systems?
Agenda: <ul style="list-style-type: none">★ [5 min] Do Now★ [10 min] Correct Do Now★ [25 min] Review HW/ Notes★ [25 min] Challenge Problems★ [5 min] Begin Study Guide	Notes: <i>Key questions: What are the best methods to use when solving a system? What common mistakes have you been making that you have to watch out for? How can you help support your peers in your learning? How can you explain your process to solving equations?</i>
HW: → U7 Study Guide Parts 1-4	Assessment Questions: N/A

Algebra: U7L8

Date: March 17, 2015	Topic: System of Equations
Main Objective: SWBAT solve systems of equations by activating prior knowledge and implementing the appropriate method for a given situation.	
Do Now: U7D8 Growth DN	CRS: XEI 606
Big Ideas: → Systems of Equations	Essential Questions: → What does a solution to a system of equations mean? → What strategies help us solve systems?
Agenda: <ul style="list-style-type: none">★ [10 min] Do Now★ [15 min] Correct Do Now★ [25 min] Correct Parts 1-4 of Study Guide★ [20 min] Complete Study Guide	Notes: <i>Key questions:</i> <i>What were your common mistakes?</i> <i>How can you prevent yourself from making these on the test?</i> <i>How can we support our peers in learning the strategies to solve systems?</i>
HW: → Study → Complete Study Guide	Assessment Questions: N/A

Algebra: U7L9

Date: March 18, 2015	Topic: System of Equations
Main Objective: SWBAT solve systems of equations by activating prior knowledge and implementing the appropriate method for a given situation.	
Do Now: U7D9 Do Now	CRS: XEI 606
Big Ideas: → Systems of Equations	Essential Questions: → What does a solution to a system of equations mean? → What strategies help us solve systems?
Agenda: ★ [5 min] Do Now ★ [10 min] Correct Do Now ★ [65 min] Test	Notes: <i>Key questions:</i> <i>How can you apply learned strategies on the test?</i> <i>How can you avoid mistakes you commonly made throughout the unit?</i>
HW:	Assessment Questions: Unit 7 Test

Algebra: U7L10

Date: March 18, 2015	Topic: System of Equations
Main Objective: SWBAT solve systems of equations by activating prior knowledge and implementing the appropriate method for a given situation. (Test Corrections)	
Do Now: U7D10 Do Now	CRS: XEI 606
Big Ideas: → Systems of Equations	Essential Questions: → What does a solution to a system of equations mean? → What strategies help us solve systems?
Agenda: <ul style="list-style-type: none">★ [5 min] Do Now★ [10 min] Correct Do Now★ [5 min] Discuss scores★ [60 min] Test Corrections	Notes: <i>Key questions:</i> <i>What were your common mistakes?</i> <i>How can you work to prevent these mistakes in the future?</i>
HW: → U7.5D0 Pre HW	Assessment Questions: N/A

Unit 7 – Systems of Equations

2 Weeks: 3/2 – 3/13

Big Idea	Essential Questions	UA 3/13
<ul style="list-style-type: none"> • Fluency • Efficiency • Connections 	<ul style="list-style-type: none"> • What is the most efficient way to solve a problem in front of me? • How can I use prior skills/knowledge to access brand-new information? • How does math relate to my everyday life? 	<ul style="list-style-type: none"> • Weekly Quiz: 3/6 • Assessment 3/13

Learning Framework

Concept	Date	Objectives	Standard	Question
Systems	3/2	SWBAT determine if an ordered pair is a solutions to a system, by plugging in the given and graphing the solution.	XEI 606 Power	
	3/4	SWBAT determine if an ordered pair is a solutions to a system, by plugging in the given and graphing the solution.	XEI 606 Power	
	3/9	SWBAT solve systems by using the substitution method.	XEI 606 Power	
	3/10	SWBAT solve systems by using the substitution method.	XEI 606 Power	
	3/11	SWBAT find solutions to systems by implementing the elimination method.	XEI 606 Power	
	3/12	SWBAT find solutions to systems by implementing the elimination method.	XEI 606 Power	
	3/16	SWBAT choose the best strategy to solve a system and solve the system of equations	XEI 606 Power	
	3/17	SWBAT solve systems of equations by activating prior knowledge and implementing the appropriate method for a given situation.	XEI 606 Power	
TEST DAY AND CORRECTIONS	3/18, 19	SWBAT solve systems of equations by activating prior knowledge and implementing the appropriate method for a given situation.	XEI 606 Power	

UNIT 7 TEST: Systems of Equations

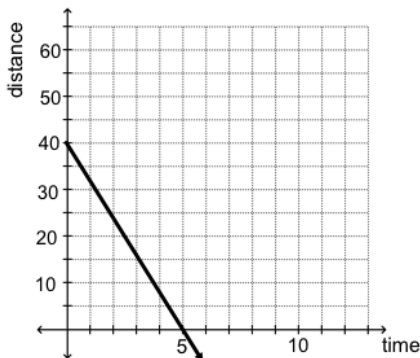
Name _____

Part 1: MULTIPLE-CHOICE

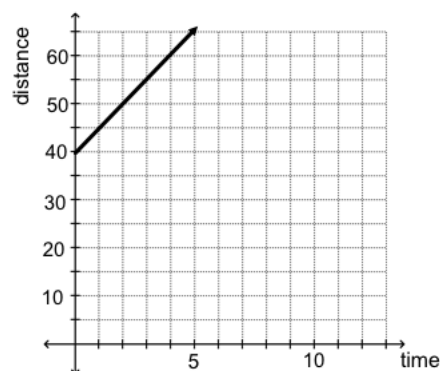
Answer all of the following to the best of your ability. SHOW ALL WORK in the space provided. Circle your final answer and fill-in your answer choice on your scantron.

1. Martin starts 40 feet away from a motion detector and begins walking away from the detector at a pace of 5 feet per second. Which graph represents his position over time?

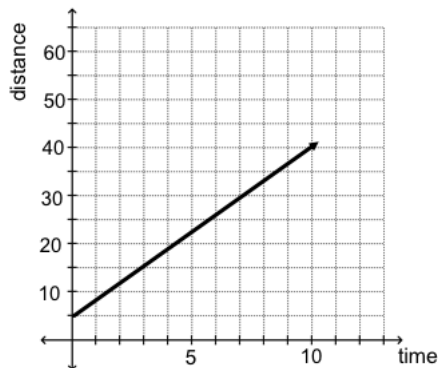
A.



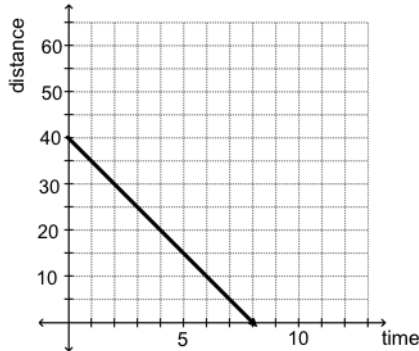
B.



C.



D.



2. What is the sum of 4.742 and 3.130 when rounded to the nearest hundredth?

A. 7.9

B. 7.87

C. 7.872

D. 8.0

3. When their car breaks down, and husband and wife decide to split the cost of the bill. The bill including tax, but not labor charges, was \$560. The husband pays for 40% of the bill while the wife pays for 60%. The labor charge adds 15% to each of their shares of the bill. What is the total amount that the wife paid for the car repairs?

A. \$420.00

B. \$351.00

C. \$386.40

D. \$257.60

4. What is the slope of the line that goes through the points (4, 9) and (-3, 9)?

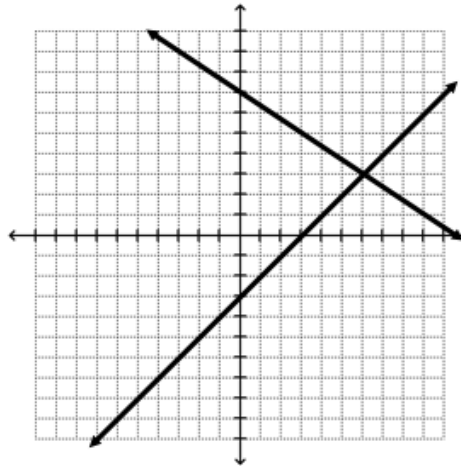
A. $m = 0$

B. undefined

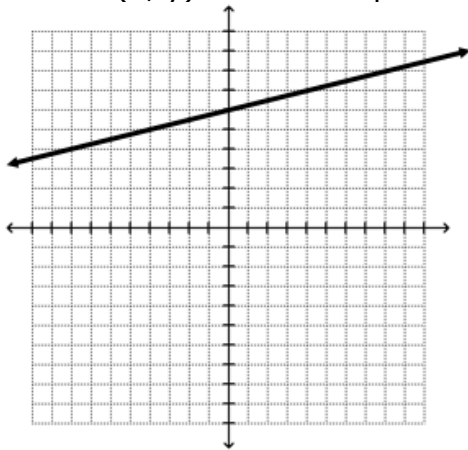
C. $x = 0$ D. $y = 9$

5. Below is the graph of the system $\begin{cases} y = -\frac{2}{3}x + 7 \\ -4x + 4y = -12 \end{cases}$. Which of the following is the solution to the system?

- A. No Solution
- B. Infinitely Many Solutions
- C. (6, 3)
- D. (3, 0)



6. Which of the following equations represents the line graphed in the standard (x, y) coordinate plane shown below?



- A. $y = \frac{1}{4}x + 6$
- B. $y = -4x + 6$
- C. $y = -\frac{1}{4}x + 6$
- D. $y = 4x + 6$

7. If $x = y + 2$ and $5x = 2y + 15$, then what is the value of y ?

- A. $\frac{5}{3}$
- B. $\frac{3}{5}$
- C. $\frac{11}{3}$
- D. $\frac{13}{5}$

8. What is the x -coordinate of the following system?

$$\begin{cases} -2x + y = -4 \\ x + 2y = -18 \end{cases}$$

- A. -8
- B. -6
- C. -2
- D. No solution

9. Which of the following could be added to 15.13 so the sum has does not have an 8 in the hundredths place?

- A. 1.25
- B. 1.15
- C. 0.05
- D. 0.17

10. Which of the following expresses all possible solutions for the inequality?

$$8x + 9 > 15 + 4(2x - 1)$$

- A. $x > 9$ B. $x < 11$ C. No Solution D. All Real Numbers

11. On a standard (x, y) coordinate plane, a line with equation $y = bx + c$ is less steep than a line with equation $y = 3x + 4$. Which of the following must be true?

- A. $b < 3$ B. $b > 3$ C. $-3 < b < 3$ D. None of These

12. What is the value of x in the solution to the system of equations below?

$$\begin{aligned} 4x + 3y &= 9 \\ 8x + 5y &= 11 \end{aligned}$$

- A. -3 B. 3 C. 7 D. -7

13. A system that has infinite solutions consists of what kind of lines?

- A. The same line B. Parallel Lines
C. All of the above D. None of the above

14. How many centimeters are in a meter?

- A. 1 B. 10 C. 100 D. 1,000

15. Solve the given system. $\begin{cases} 3x + 9y = -12 \\ -5x - 15y = 20 \end{cases}$

- A. No Solution B. $(0, 0)$
C. Infinitely Many Solutions D. $\left(-4, \frac{-4}{3}\right)$

16. What is the solution to the following system?

$$\begin{aligned} y &= -3x + 1 \\ y &= -6x - 2 \end{aligned}$$

- A. $(-3, 10)$ B. $(4, -1)$ C. $(-1, 4)$ D. Mr. Panther ☹

17. If $3g - 2h = 4 - h$, what is the value of h when $g = -7$?

- A. -25 B. 25 C. 17 D. -17

18. What is the slope of a vertical line?

- A. undefined B. 0 C. positive D. negative

19. Is $(4, 1)$ a solution to the following system?

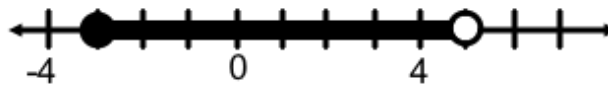
$$\begin{aligned} 5x - 2y &= 18 \\ x - y &= 5 \end{aligned}$$

- A. Yes B. NO

20. At the grocery store your bill totals \$23.76. The store charges a 6.5% tax, but you have a 10% off coupon. How much will you pay with tax and the coupon? Round to the nearest cent.

- A. \$24.59 B. \$27.68 C. \$22.77 D. \$25.83

21. Which of the following compound inequalities represents the solution set graphed below:

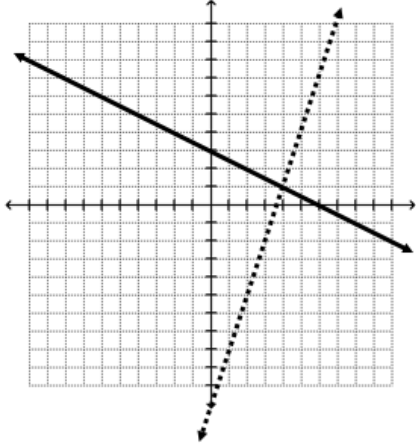


- A. $x \geq -3$ or $x < 5$ B. $x > -3$ or $x \leq 5$
C. $x \geq -3$ and $x < 5$ D. $x > -3$ and $x \leq 5$

22. Which of the following systems has no solution?

- A. $\begin{cases} y = 5x + 1 \\ y = 3x + 4 \end{cases}$ B. $\begin{cases} y = -4x + 7 \\ y = -4x + 7 \end{cases}$ C. $\begin{cases} y = -3x + 1 \\ y = -3x + 2 \end{cases}$ D. $\begin{cases} y = \frac{4}{5}x - 6 \\ y = 5x + 8 \end{cases}$

23. What is the solution to the following system?



- A. (4, 1)
- B. (6, 0)
- C. (7, 5)
- D. (15, -1)

24. Which of the following best describes the solution to a system of equations?

- A. A number on a line.
- B. The point where two lines intersect.
- C. Every point on the coordinate plane.
- D. The best point in the world.

25. What is the y-value of the solution to the following system?

$$\begin{aligned} -3x - 3y &= 3 \\ y &= -5x - 17 \end{aligned}$$

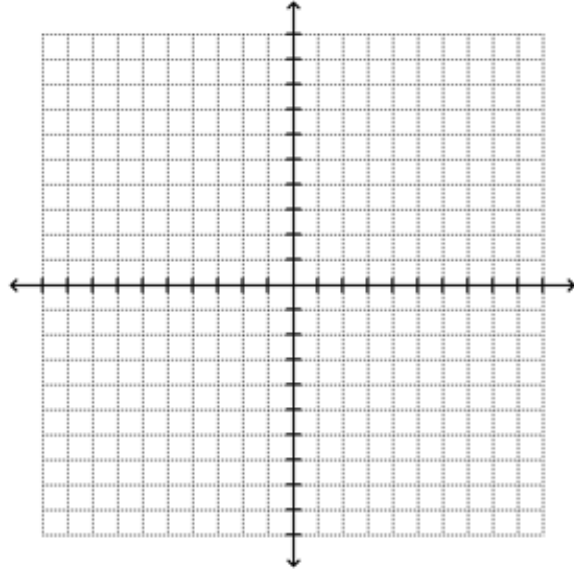
- A. (-4, 3)
- B. 3
- C. -4
- D. (3, -4)

FREE RESPONSE

Solve the systems below using the given method. SHOW ALL WORK. Write your answer in the space provided. (3 points each)

1. Solve the given system by **graphing** in the provided coordinate plane.

$$\begin{cases} y = \frac{3}{2}x + 7 \\ y = -\frac{1}{2}x + 3 \end{cases}$$



#1 ANSWER:

2. Solve the given system by **substitution**.

$$\begin{cases} x = 2y - 6 \\ 4x - 8y = 4 \end{cases}$$

#2 ANSWER:

3. Solve the given system by **elimination**.

$$\begin{cases} 4x + 5y = 35 \\ -3x + 2y = -9 \end{cases}$$

#3 ANSWER:

Unit 4 Composition & Inverse Functions

Mar 1 - Apr 20

Big Idea	Essential Questions	Daily Objective	CRS
<p>Real-world Applications of Composite & Inverse Functions</p>	<p>How can function notation be more or less useful than other notations when working with functions?</p> <p>Describe a real-world situation that involves the combination (through various operations) of two or more different functions.</p> <p>How can it be useful to know the composing functions of a larger composite function?</p> <p>What real-world situations can be modeled using composite functions?</p>	<p>L1/2/3 - Apply basic operations & compositions to combine and evaluate multiple functions.</p> <p>L3/4 - Use graphs to evaluate functions, including those to which basic operations or compositions have been applied.</p> <p>L5 - Review</p> <p>L6 - Unit Quiz</p>	<p>FUN.601 FUN.701 XEI.401 XEI.405 XEI.504 XEI.601 NCP.508 GRE.601</p>

What is the relationship between compositions and inverse functions?

What are the algebraic/graphical implications of functions being inverses of each other?

How can composite functions be evaluated using multiple graphs?

L7 - Use t-charts to graph the inverse of a function when given its equation or graph.

L8 - Write & evaluate the inverse of a function given its equation.

L9/10 - Apply algebraic and graphical* reasoning to determine if two functions are inverses.

L11 - Exam Review

L12 - Unit Exam

GRE.601
XEI.601
FUN.501
FUN.601
FUN.602
FUN.701
NCP.508

Tasks	Assessments	Resources and Strategies
<p>Woman's pay/Man's pay examples was really effective for introducing $f(x)$ notation!</p> <p>ABCD Game went really well with most classes for practicing operations & compositions</p>		<ul style="list-style-type: none"> - Discuss usefulness of $f(x)$ (i.e., input & output vs. just output)
	<p>True-False graph activity went well with most classes-- make more rigorous?</p>	<ul style="list-style-type: none"> - Multiple discounts affecting cost was a helpful introduction to compositions - Draw more of a contrast between this method & the other operations
	<p>Have kids <i>graph</i> the given function instead of simply evaluating it.</p>	
	<p>QUIZ</p>	

<p>Emphasize <i>switching input and output</i>. This idea from the graphing piece really connected when we moved to writing equations.</p>	<p>Discovery problem about balloon and camera seemed helpful, <u>especially when shown the example of the inputs and outputs switching.</u> (Plug 45 degrees into original and get 300 ft; plug 300 ft into inverse and get 45 degrees)</p>	
<p>*Are $f(g(x))$ and $g(f(x))$ the same?</p>	<p>UNIT EXAM</p>	

Algebra 2 – Crocker/Burba

U4L7: 3/23 & 3/24

Objectives:

- 1) SWBAT use a t-chart to graph the inverse of a function when given its graph or equation.

Essential Question(s):

- 1) What makes a function the inverse of another function?
- 2) How can we tell if two functions are inverses?

CRS:

- 1) GRE.601 – Interpret and use information from graphs in the coordinate plane.
- 2) PSD.503 – Compute straightforward probabilities for common situations.
(Do Now Only)
- 3) PSD.603 – Apply counting techniques. **(Do Now Only)**
- 4) BOA.401 – Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average. **(Do Now Only)**
- 5) XEI.604 – Solve absolute values equations. **(Do Now Only)**
- 6) XEI.605 – Solve quadratic equations. **(Do Now Only)**

Agenda:

- 1) Do Now **[15 min]**
 - a. Mastery Quiz over PSD.503, PSD.603, BOA.401, XEI.604, & XEI.605
- 2) Quiz Reflection **[5 – 10 min]**
 - a. Students receive graded quizzes and complete a reflection about their mastery of the tested objectives.
- 3) Intro & Discovery **[15 min]**
 - a. Students will receive graphs of various functions and be asked to relate the various ways we have learned to alter these functions (i.e., basic operations & compositions). Then, they will learn that we are going to cover yet *another* way to work with functions.
 - b. Students will be tasked with working in groups to “reverse” the function. Mr. Crocker will show them one example (picking a point, switching the x and y values, and plotting this new point), before students complete the rest on their own.
 - c. Afterward, students will think/pair/share about what they notice about the new graphs.
- 4) Notes & Examples **[10 min]**
 - a. Students will learn that the process just used gives us an **Inverse Function**—a function which switches every input & output of its parent function.
 - b. Students will also note that when graphing an inverse function, the parent function “flips” over the line of symmetry $y = x$. Any point on

the parent function is equidistant from this line with its “match” on the inverse function.

5) Practice **[20 min]**

- a. Students will work in groups to complete a few more examples. Then, they will complete examples in which the original function is given as an equation instead of a graph.
- b. Whole-Group check after

6) Exit Ticket **[5 – 10 min]**

Homework

- 1) Practice graphing inverse functions given a graph or equation of the original
- 2) **CRS Spiral Review**

U4L8: 3/25 & 3/26

Objectives:

- 1) SWBAT use a t-chart to graph the inverse of a function when given its graph or equation.
- 2) SWBAT write and evaluate the inverse of a function when given its equation.

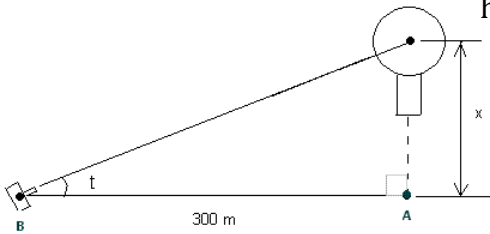
Essential Question(s):

- 1) What makes a function the inverse of another function?
- 2) How can we tell if two functions are inverses?

CRS:

- 1) GRE.601 – Interpret and use information from graphs in the coordinate plane.
- 2) XEI.601 – Manipulate expressions & equations.
- 3) FUN.602 – Apply basic trigonometric ratios to solve right-triangle problems.
- 4)

Agenda:

- 1) Do Now [15 min]
 - a.
 - 2) Homework Check & Review [25 min]
 - a. Students will continue practice with graphing the inverse of a function given its equation.
 - b. Groups receive a set of graphs in a page protector and use an expo marker to graph the requested inverse, raising up solutions on a cue.
 - 3) Intro & Discovery [25 min]
 - a. Students **receive a copy** of the following problem:
 - i. A camera is set up to take a series of photographs of a hot air balloon rising vertically. The distance between the camera at B and the launching point A is 300 meters. To keep the balloon in-view, the camera's angle of elevation t must change with the height x of the balloon.

The diagram shows a right-angled triangle with vertices B and A on the ground. Point B is on the left, and point A is on the right. The horizontal distance between B and A is labeled as 300 m. A hot air balloon is shown as a circle above point A. A vertical dashed line extends from A to the balloon, and its length is labeled as x. A solid line connects point B to the center of the balloon. The angle between the horizontal line BA and the line of sight from B to the balloon is labeled as t. A right-angle symbol is shown at point A between the ground and the vertical dashed line. The website address www.analyzemath.com is written in blue below the diagram.
 1. Find the height x as a function of the angle t .
 2. Calculate the angle t for heights of 150, 300, and 600 meters. Round to the nearest tenth.
 - a. At this point, students will note that they need to solve for t , which is part of a tangent function. So how do you do this?
 - b. Geometry Review: The “opposite” or “reverse” of a trig function is its inverse. (i.e.,
 $\tan^{-1}(\tan(x)) = x$)
 3. Find the angle t as a function of the height x .
- 4) Notes/Examples/Practice [15 min]
 - a. To find the inverse of a function, you can solve for the “other variable”.
 - i. Rewrite $f(x)$ as y .
 - ii. Solve for x , so that the inverse is a function of y .
 - iii. Switch x 's and y 's & rewrite the new y as $f^{-1}(x)$

Homework

- 1) Practice graphing inverses.
- 2) Practice writing the inverse of a function given its equation.
- 3) **CRS Spiral Review**

U4L9(a): 3/27

Objectives:

- 2) SWBAT use a t-chart to graph the inverse of a function when given its graph or equation.
- 3) SWBAT write and evaluate the inverse of a function when given its equation.

Essential Question(s):

- 3) What makes a function the inverse of another function?
- 4) How can we tell if two functions are inverses?

CRS:

- 7) GRE.601 – Interpret and use information from graphs in the coordinate plane.
- 8) FUN.701 – Write an expression for the composite of two simple functions.
- 9) XEI.601 – Manipulate expressions and equations.
- 10)NCP.508 – Determine when an expression is undefined.
- 11)PSD.401/501 – Calculate the missing data value when given the average and the remaining data values; calculate the average when given the frequency counts of all data values. **(Do Now Only)**
- 12)BOA.401 – Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average. **(Do Now Only)**
- 13)XEI.404/XEI.501 – Solve real-world problems using first-degree equations, including those that require word-to-symbol translations. **(Do Now Only)**
- 14)XEI.605 – Solve quadratic equations. **(Do Now Only)**

Agenda:

- 7) Do Now **[15 min]**
 - a. PSD.401/501 - Anthony has taken 4 Algebra quizzes. His first three scores were 56%, 78%, and 82%. If his average was a 74%, then what was his fourth quiz score?
 - b. BOA.501 – A ladybug flies 3 feet every 2 seconds. At this rate, how many inches will the ladybug fly in 1 minute?
 - c. XEI.404/501 – Emily is seven years older than half Mike’s age. If Mike was 25 years old 3 years ago, then how old is Emily?
 - d. XEI.605 – What is the product of the solutions to the equation $x^2 - 16 = 0$?
- 8) Homework Check & Discussion **[25 min]**
 - a. #1 \rightarrow Solution: $t = \frac{h-8}{6}$
 - i. How is this related to the function given in #1?
 1. They are inverses.
 - ii. How can we prove that these are inverses?
 1. Check: take an input/output from the first function and see if the second *reverses* them.
 - b. #2/3 \rightarrow Quick, rough sketches of approximate inverse graphs
 - c. #4/5 \rightarrow Group checks (solutions: $f^{-1}(x) = \frac{x-4}{-2} = \frac{-x+4}{2}$, $g^{-1}(x) = \pm\sqrt{x+1}$)
 - i. Clarify mistakes

- ii. Discuss: Why does the answer to #5 need to be $\pm\sqrt{\quad}$...?
- d. #6 → Share-outs; discuss; connect to #5
 - i. Just because we find the *inverse* graph doesn't mean it's a function. Not every function's inverse is **also** a function. So how do we fix that?

9) Notes & Examples [10 - 15 min]

- a. In the case where a function's inverse is *not also* a function, we must "close our window" a little bit to make it work. Instead of looking at the whole graph, limit your view to one part which, when you find its inverse, *WILL* be a function.

- i. Example: $f(x) = x^2$

1. The inverse of the function above is $f^{-1}(x) = \pm\sqrt{x}$. If you graph this whole thing, it's not a function.
2. Instead, let's talk about two parts of the function:
 $f(x) = x^2$ when $x \leq 0$ and $f(x) = x^2$ when $x \geq 0$. If we look at each of these halves separately, then each will have an inverse that can be considered a function (the inverse of the first will be $f^{-1}(x) = \sqrt{x}, x \geq 0$; the inverse of the second will be $f^{-1}(x) = -\sqrt{x}, x \geq 0$)

- b. Examples

- i. Students are shown a graph and must determine if its inverse will be a function. If not, they must describe how they will "limit the window" so that they can look at different parts of the same graph *and* what the inverse function of each separate part would be.

10) Practice [20 min]

- a. Given an equation & graph of the same function, students will have to:
 - i. Graph the inverse of the function
 - ii. Write the inverse of the function as an equation.
 - iii. In the case that the inverse of the function is not *also* a function, write the original function in separate "pieces" and give the inverse function of each.

11) Exit Ticket [5 min]

Homework

- 3) Explain the concept of inverses.
- 4) Practice graphing and writing an inverse with spiraled practice writing a composition of two functions (i.e., write the composition of two functions; find the inverse of the composition; graph the inverse)
- 5) Practice identifying when an inverse is not a function and explain what must be done in such as situation (practice limiting domains and writing separate inverse functions by critiquing a "fake student's" work)
- 6) Intro to proving functions are inverses by finding the composition of the two.

Name: _____ Date: _____ Period (#/A,B): _____

Algebra 2: Unit 4 Quiz Tracker

Objective Tested	Question #s	Score	Mastery
SWBAT apply basic operations to combine and evaluate multiple functions.	1 - 7, 19, 20	/9	%
SWBAT apply compositions to combine and evaluate multiple functions.	8 - 12	/5	%
SWBAT use graphs to evaluate functions, including those to which basic operations or compositions have been applied.	13 - 18	/6	%
Final Grade:		/20	%

Reflection Questions:

1. What skills from this unit have you mastered (80%+) so far?

2. What skills do you need to practice & improve upon?

3. What steps can you take to make sure you achieve higher mastery of these skills before the Unit Exam?

Name: _____ Date: _____ Period (#/A,B): _____

Algebra 2 - Unit 3: QUIZ

Instructions: For #1 - 12, use the following functions:

$$a(x) = 3x^2$$

$$b(x) = 2x - 5$$

$$c(x) = x + 4$$

$$d(x) = x^2 - 6x$$

$$f(x) = -3x - 1$$

1) Find $(f + b)(x)$

A. $-x - 6$

B. $-5x - 6$

C. $-5x + 4$

D. $-x + 4$

E. $-x^2 - 6x$

2) Find $(b - f)(x)$

A. $-5x + 4$

B. $-x - 6$

C. $5x^2 - 4x$

D. $5x - 6$

E. $5x - 4$

3) Find $(a * c)(x)$

A. $15x^2$

B. $3x^3 + 4$

C. $3x^4 + 12x^3$

D. $3x^2 + 24x + 48$

E. $3x^3 + 12x^2$

4) Find $(b * c)(x) =$

A. $2x^2 - 20$

B. $2x^2 + 3x - 20$

C. $-3x + 4$

D. $2x - 20$

E. $2x + 3$

Name: _____ Date: _____ Period (#/A,B): _____

5) Find $(a - d)(4) =$

- A. 152 B. 88 C. 56 D. 27 E. 8

6) Find $(d + b)(-2)$

- A. -1 B. 7 C. 15 D. 17 E. 25

7) Find $(b * f)(2)$

- A. -19 B. 7 C. 15 D. 19 E. 55

8) Find $f(b(x))$

- A. $-6x + 14$ B. $-6x - 16$ C. $-6x - 7$
D. $-6x^2 + 15x - 1$ E. $-6x^2 + 13x + 5$

9) Find $(f \circ c)(x)$

- A. $-3x + 3$ B. $-5x - 8$ C. $-3x^2 - 13x$
D. $-3x - 13$ E. $-3x^2 - 13x - 4$

10) Find $b(x) \circ d(x)$

- A. $2x^2 - 6x - 5$ B. $2x^2 - 12x$ C. $2x^2 - 12x - 5$
D. $4x^2 - 26x + 25$ E. $2x^3 - 17x^2 + 30x$

Name: _____ Date: _____ Period (#/A,B): _____

11) Find $a(c(x))$

- A. $3x^2 + 4$ B. $3x^2 + 48$ C. $3x^3 + 12x^2$
D. $3x^2 + 24x + 48$ E. $9x^2 + 72x + 144$

12) Which of the following is the *best* real-world example of combining two functions into one using **composition**?

- A. Breanna knows her daily pay and how many days she worked this month. She uses this information to determine how much her paycheck will be.
- B. Tija knows her running pace and also knows how fast her slower teammate runs. She calculates how much farther she will run in an hour.
- C. At a sporting goods store, Gabriel chooses a football that has been marked down by five dollars. At the register, the clerk tells him that he will also receive another 30% discount, since the football is on clearance. She rings up the final price.
- D. Solomon plans to donate \$10 for every mile his friend runs in a marathon. Luis plans to donate \$12 for every mile the same friend runs. Solomon determines how much their combined donation will be.
- E. Don't pick this answer. **It isn't correct.** I promise. If you choose this answer, I will know that you guessed without even reading through the answer choices OR that you chose this answer out of spite. In either case, I will take off **extra** points, because seriously—that's just sad.

Name: _____ Date: _____ Period (#/A,B): _____

Instructions: Use the graph to the right to answer #15 – 17.

13) Find $(f - g)(1)$

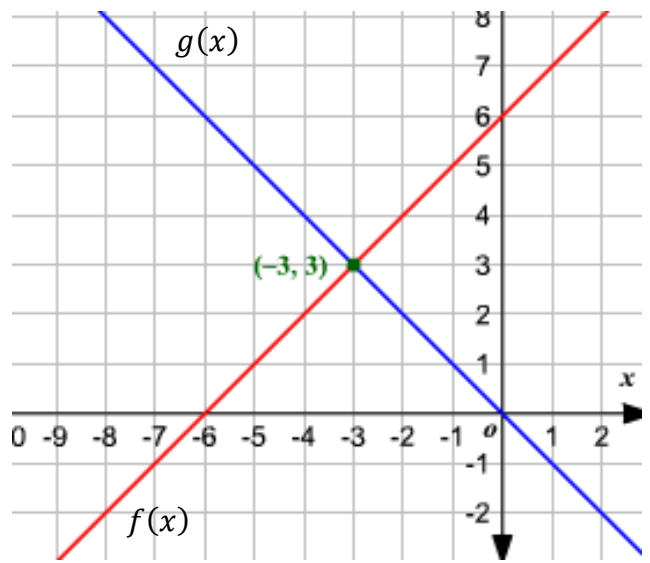
- A. -8 B. -6
- C. -3 D. 6
- E. 8

14) Find $(f + g)(-6)$

- A. -12 B. -6
- C. -3 D. 3
- E. 6

15) Find $(g \circ f)(-4)$

- A. -8 B. -4 C. -2
- D. 8 E. Undefined



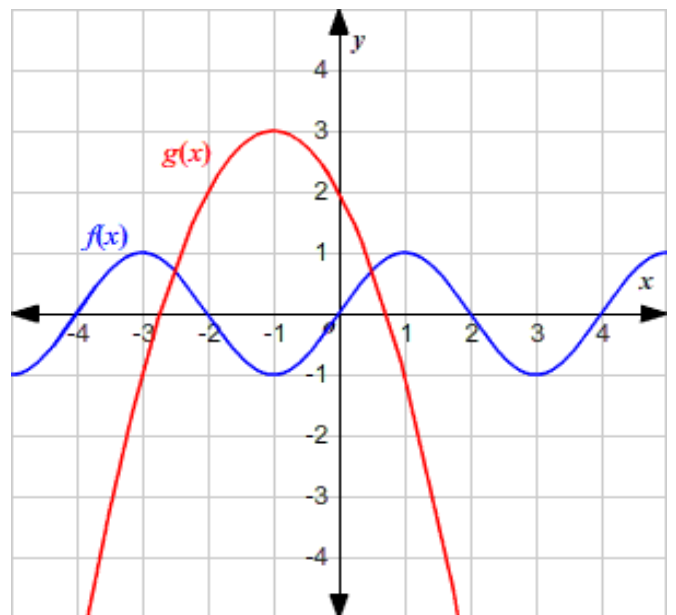
Instructions: Use the graph to the right to answer #18 – 20.

16) Find $(g - f)(-2)$

- A. -4 B. -2
- C. -1.25 D. 2
- E. 4

17) Find $g(f(2))$

- A. -10 B. 0
- C. 2 D. 3
- E. Undefined



Name: _____ Date: _____ Period (#/A,B): _____

18) Which statement about the graph (on the previous page) is **FALSE**?

A. $(f - g)(-3) = (f - g)(1)$ B. $(f - g)(-2) = (f - g)(0)$

C. $f(-4) = f(-2) = f(0) = f(2) = f(4)$

D. $f(g(-3)) = g(f(1))$ E. $g(f(-2)) = f(g(-2))$

Open Response: Make sure to read each question completely. Answer each question in complete sentences.

19) Suppose you have the function $f(x) = x^2 + 3x$ and are asked to find $f(2)$. Explain why the answer is $f(2) = x^2 + 3x$.

20) Mr. Crocker gives you the functions $f(x) = 4x - 1$ and $g(x) = x + 5$. Then, he asks you to find $\left(\frac{f}{g}\right)(x)$.

- Explain why an answer of $\left(\frac{f}{g}\right)(x) = \frac{4x-1}{x+5}$ would technically be incomplete.
- Give the additional information required to complete the answer.

Answer all of the following questions to the best of your ability. SHOW ALL WORK in the space provided.

MULTIPLE-CHOICE (5 points each)

1. Which of the equations below represents the ellipse graphed in the coordinate plane to the right?

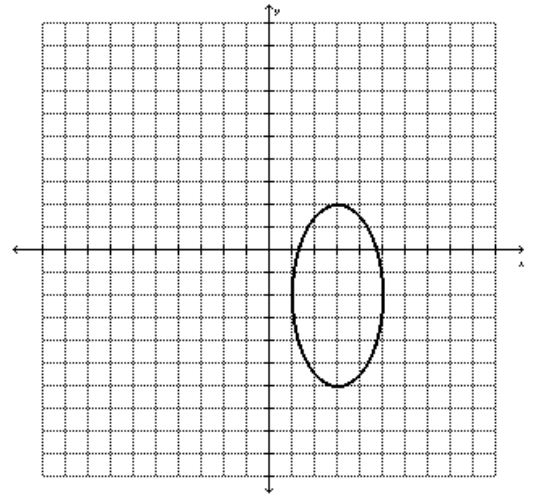
A. $\frac{(x-3)^2}{16} + \frac{(y+2)^2}{4} = 1$

D. $\frac{(x+3)^2}{4} + \frac{(y-2)^2}{16} = 1$

B. $\frac{(x-3)^2}{4} + \frac{(y+2)^2}{16} = 1$

E. $\frac{(x-3)^2}{4} - \frac{(y+2)^2}{16} = 1$

C. $\frac{(x+3)^2}{16} + \frac{(y-2)^2}{4} = 1$



2. Which of the following most accurately describes the graph of the relation given by the equation $\frac{(y+6)^2}{25} - \frac{(x-5)^2}{9} = 1$?

- A. The graph is a hyperbola that opens horizontally with a center at the point $(-6, 5)$.
- B. The graph is an ellipse that is taller, vertically, than it is wide, horizontally.
- C. The graph is a hyperbola that opens vertically with a center in quadrant IV.
- D. The graph is an ellipse with a center in quadrant II.
- E. None of these are accurate.

3. When graphed in the standard (x, y) coordinate plane, which of the following equations would result in a circle?

A. $x^2 - 3x = y + 25$

B. $4x^2 + 12x = 9y^2 - 18y + 36$

C. $y^2 - x^2 = 49$

D. $x^2 - 10x + 12 = 14y - y^2 + 64$

E. $y^2 + 3 = x^2$

4. The circumference of a circle measures exactly 7π units in the coordinate plane. If the circle is centered at the point $(-4, 6)$, which equation models the circle?

A. $(x + 4)^2 + (y - 6)^2 = 49$

D. $(x - 4)^2 + (y + 6)^2 = 12.25$

B. $(x + 4)^2 + (y - 6)^2 = 12.25$

E. $(x - 4)^2 + (y + 6)^2 = 7$

C. $(x + 4)^2 + (y - 6)^2 = 7$

5. What is the center and radius of the circle in the standard coordinate plane represented by the equation $(x - 5)^2 + (y + 4)^2 = 36$?

A. center: $(5, -4)$
radius: 36

D. center: $(5, -4)$
radius: 18

B. center: $(-5, 4)$
radius: 18

E. center: $(5, -4)$
radius: 6

C. center: $(-5, 4)$
radius: 6

6. A circle with a radius of 8in is inscribed in a square, as shown to the right. What is the area of the shaded region? Round your answer to the nearest tenth.

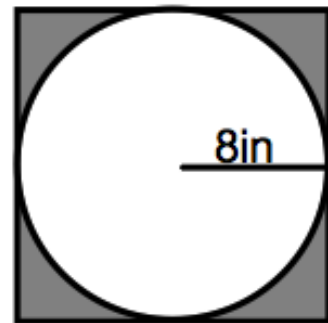
A. 13.7 in^2

B. 38.9 in^2

C. 50.3 in^2

D. 54.9 in^2

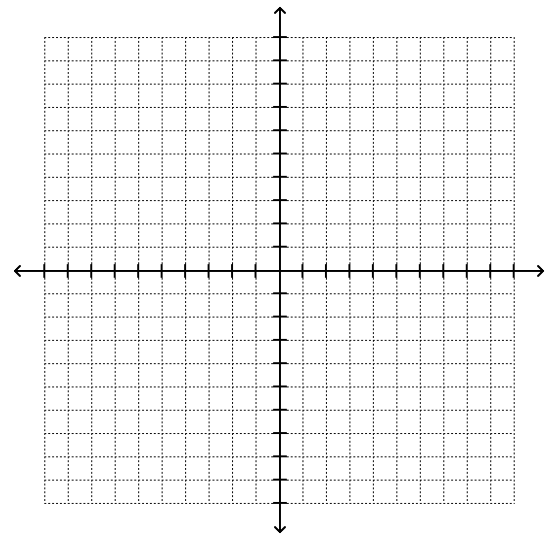
E. 205.7 in^2



FREE RESPONSE (10 points each)

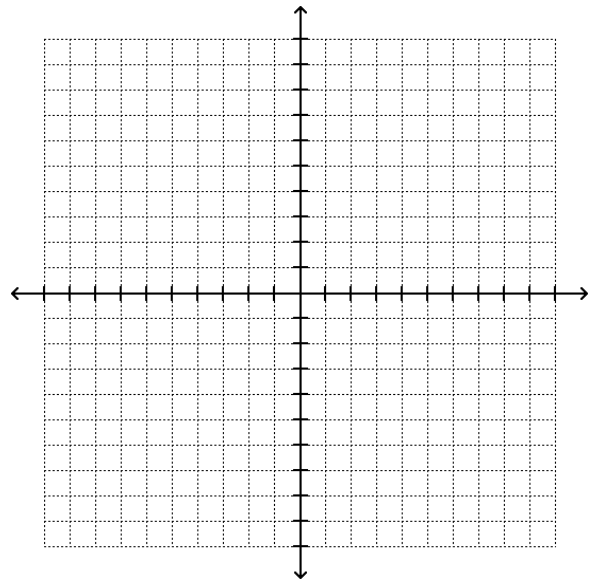
1. In your own words, detail how to derive the standard form of a circle using the definition of a circle [circle: the collection of all points equidistant from a given point]. Use full sentences.

2. The points $(1, -3)$ and $(-5, 5)$ are the endpoints of a diameter of a circle. Determine the exact area of the circle.

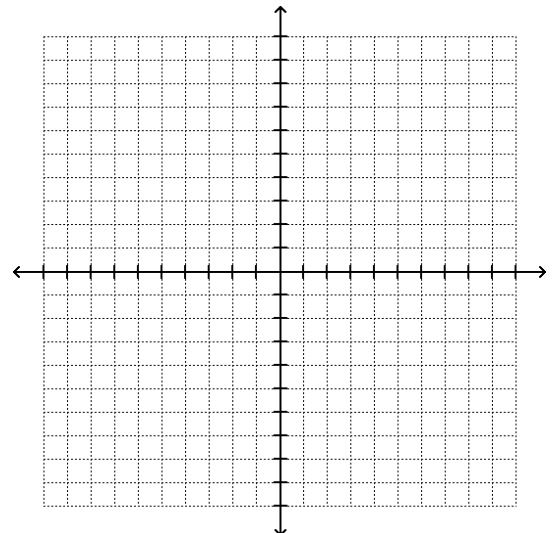


3. Sketch a graph of the equation below.
Then, explain the domain and range of the
function in full sentences.

$$\frac{(x + 2)^2}{25} - \frac{(y - 3)^2}{4} = 1$$



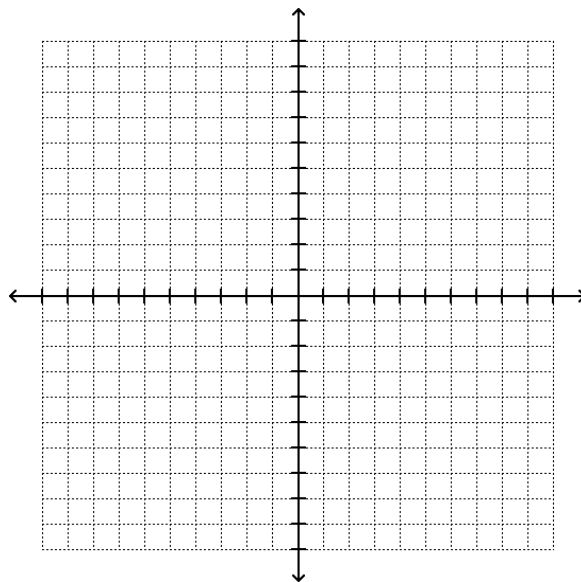
4. A map of Smalltown, USA is placed on a coordinate plane so that the courthouse is at the point (0, 0). The town barbershop is 4 blocks East and 6 blocks South of the courthouse. The grocery store is 3 blocks West and 7 blocks North of the courthouse. Which is closer to the courthouse, the barbershop or the grocery store? Justify your answer mathematically.



AMPED UP FREE RESPONSE (20 points each)

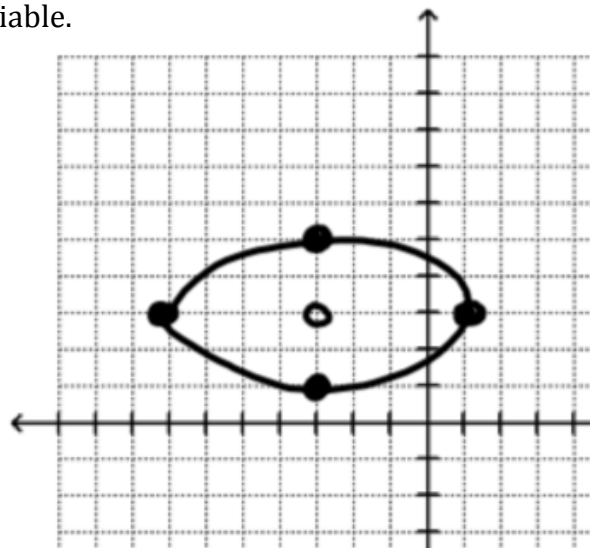
5. Determine the exact area inside the relation defined by the equation

$$\frac{x^2}{25} + \frac{(y+4)^2}{9} = 1, \text{ below the line } 3x + 5y = -20, \text{ but also above the line } y = -\frac{3}{5}x - 7.$$



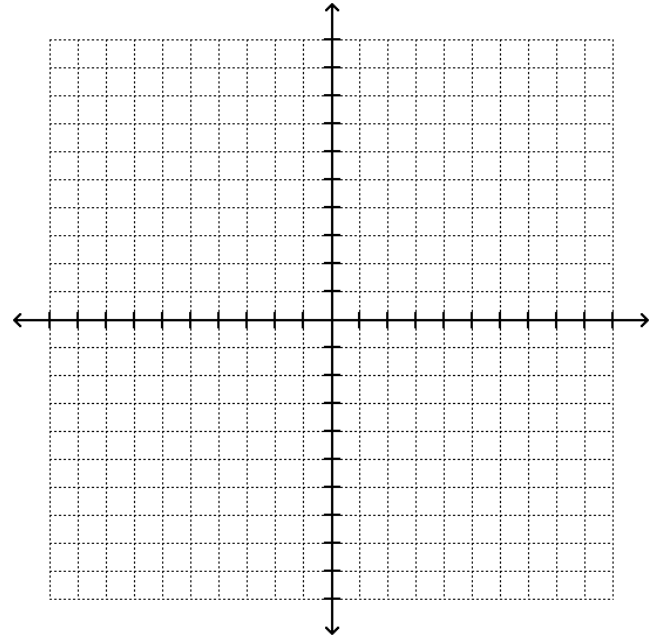
6. In the middle of class, Mr. French hurriedly graphed the ellipse below. While he was careful and graphed the center of the ellipse and the endpoints of the minor and major axes correctly, the rest of his graph isn't reliable.

It looks like the point $(-6, 4)$ is on the ellipse.
Confirm or deny whether this is true.
Support your answer mathematically.



7. Solve system of equations below.
Estimates will receive partial credit.
You will only receive full credit for exact answers.

$$\begin{cases} (x - 4)^2 + (y - 1)^2 = 36 \\ \frac{(y - 1)^2}{16} - \frac{(x - 4)^2}{9} = 1 \end{cases}$$



UNIT 4 LESSON PLANS

Unit 4 – Conic Sections	Dates – Jan 5 – Jan 30
Pertinent Questions FUNCTIONS 1a. What is(are) the most significant feature(s) of function? 1b. What is the slope of a non-linear function? MODELING 2a. How can you determine what function to use to model a situation?	ACT emphasis GRE – figures within the coordinate plane NCP – numbers, factors / multiples, and exponent rules XEI – expressions, equations, and inequalities MEA – perimeter, area, volume, surface area
Lesson Objectives L0 – SWBAT factor perfect square trinomials by completing the square L1 - SWBAT analyze circles in the coordinate plane by applying the distance formula L2 – SWBAT graph circles in the coordinate plane after completing the square L3 – SWBAT apply the graphs of circles within the context of overlapping sectors (cell phone towers, ripples in water, etc) L4 – SWBAT derive and apply the standard form of ellipses to graph these relations L5 – SWBAT derive and apply the standard form of hyperbolas to graph these relations L6 CHALLENGE – SWBAT find the area of compound figures in the coordinate plane involving conic sections and lines L6 CHALLENGE – SWBAT solve systems of equations involving conic sections	
Assessments Collected HW U4L2 Quiz, U4L5 Quiz, U4L6 Challenge Problems, Unit 4 Test, ACT Mastery Quiz #11, ACT Mastery Quiz #12, ACT Mastery Quiz #13	

3/4 and 3/5 Unit 4 Lesson 1

Objective:

L0 – SWBAT factor perfect square trinomials by completing the square

EQs:

- 1a. What is(are) the most significant feature(s) of function?
- 1b. What is the slope of a non-linear function?

Agenda:

1. **Do Now** (20min) – S-Led conversation over ACT-aligned questions [GRE 600 (distance), XEI 600 (factoring), MEA 500/600 (circles)]
2. **Factoring Practice** (55min) – S will work in groups through discovery of CTS
 Section1: Factoring Perfect square Trinomials; Section2: Add/Sub to both sides of equation to create PST; Section3: CTS in two variables
 Takeaways: (i) $PST = x^2 + 2bx + b^2$ (ii) All quadratics can be rewritten as $(x + h)^2 + k$ (iii) CTS is useful for standard form (iv) CTS can be used with polynomials of more than 1 variable
3. **Quiz** (5min) – factor perfect square trinomial
4. **Homework Time** (ITA) – message “GET IT” vs Prep

Homework: U4L1 Groupwork

GET IT (i) Rewrite Quad in Vertex form using CTS; (ii) Rewrite Conic in standard form using CTS (iii) Copy Distance Formula and explain variables
 PREP: *MOD U3L8 Circle Discovery* (i) Give circle in dist formula form, give 4 points that satisfy, ask for all points that satisfy [provide cplane for help], ID relation as linear, sq root, etc

3/9 and 3/10 Unit 4 Lesson 2

Objective:

SWBAT analyze circles in the coordinate plane by applying the distance formula

EQs:

- 1a. What is(are) the most significant feature(s) of function?
- 1b. What is the slope of a non-linear function?

Agenda:

1. **Do Now** (20min) – S-Led conversation over ACT-aligned questions [BOA, XEI, MEA]
2. **Discussion** (60min) – S-led discussion over U4L1 groupwork;

Takeaways: (i) Circle = All points equidistant from center (ii) standard form of a circle is derived from distance formula (iii) Reinforce: substitution to see that points satisfy equation

3. **Quiz** (5min) – rewrite circle in standard form

Homework: U4L2 Groupwork

GET IT: MOD *U5L1C* [#3] (i) Graph given information, create equation, determine area (ii) explain in full sentences where standard form of circle comes from

PREP: (i) Given circle in standard form, substitute points [close to edge] and discuss meaning [inside, outside, on edge] (ii) Given two points on circle, determine minor and major arc length

3/11 and 3/12 Unit 4 Lesson 3

Objective:

L2 – SWBAT graph circles in the coordinate plane after completing the square

EQs:

- 1a. What is(are) the most significant feature(s) of function?
- 1b. What is the slope of a non-linear function?

Agenda:

1. **Do Now** (20min) – S-Led conversation over ACT-aligned questions [BOA, GRE, MEA]
2. **Discussion** (60min) – S-led discussion over U4L2 groupwork;

Takeaways: (i) Reinforce: area = space inside (ii) standard form of circle is simply distance (iii) relationship between output given (x, y) and location in regards to circle (iv) arc length is proportional to angle/circumference

3. **Quiz** (5min) – MC given equation in standard form of 2 circles, determine where point lies.

Homework: U4L3 Groupwork

GET IT: (i) Given standard form of 2, determine area inside larger, but outside smaller

PREP: MOD *Circle Distance.pdf*

3/13 and 3/16 Unit 4 Lesson 4

Objective:

L3 – SWBAT apply the graphs of circles within the context of overlapping sectors (cell phone towers, ripples in water, etc)

EQs:

- 1a. What is(are) the most significant feature(s) of function?
- 1b. What is the slope of a non-linear function?

Agenda:

1. **Do Now** (20min) – S-Led conversation over ACT-aligned questions
[BOA, MEA, PPF] **CHECK #1 GET IT for HW grade**

2. **Discussion** (60min) – S-led discussion over U4L3 groupwork;

Takeaways: (i) Reinforce area of shaded area (ii) ID characteristics of equations of circles not in standard form (iii) Reinforce: finding distance w/in Cplane (iv)

Reinforce: directions within Cplane

3. **Quiz** (5min) – Within Context: Given two points, determine which 3rd point is closer to [decimal distance]

Homework: U4L4 Groupwork

GET IT: (i) U5L3C Challenge (ii) Determine if equation represents circle, or nah.

Justify. If yes, rewrite in standard form

PREP: (i) Ellipse Discovery (ii) Ellipse practice

3/17 and 3/18 Unit 4 Lesson 5

Objective:

L4 – SWBAT derive and apply the standard form of ellipses to graph these relations

EQs:

- 1a. What is(are) the most significant feature(s) of function?
- 1b. What is the slope of a non-linear function?

Agenda:

1. **Do Now** (20min) – S-Led conversation over ACT-aligned questions
[400-600]

2. **Discussion** (55min) – S-led discussion over U4L4 groupwork;

Takeaways: (i) Standard form of Ellipse (ii) VOCAB: major vs minor axis (iii) How to recognize circle when not in standard form

3. **Quiz** (10min) – graph circle where CTS is required

Homework: U4L5 Groupwork

GET IT: (i) Graph eyeball [ellipse, circle within circle], determine area of parts by name (ii) create equation for and graph ellipse given endpoints of major/minor axis

PREP: (i) approximate and determine exact area inside circle but below line [point of intersection form 45/45/90 triangle (ii) given ellipse come up with

approximation, counting blocks is a good start, but how can we get exact?

3/19 and 3/20 Unit 4 Lesson 6

Objective:

L4 – SWBAT derive and apply the standard form of ellipses to graph these relations

EQs:

- 1a. What is(are) the most significant feature(s) of function?
- 1b. What is the slope of a non-linear function?

Agenda:

1. **Do Now** (20min) – S-Led conversation over ACT-aligned questions

[400-600] #57 from AApert2

2. **Discussion** (60min) – S-led discussion over U4L5 groupwork;

Takeaways: (i) Reinforce overlapping areas (ii) writing equation of ellipse given axes information (iii) reinforce points of intersection (iv) going above and beyond to find area formula

Homework: U4L6 Groupwork

GET IT: (i) give graph of ellipse with decimal axes, write equation & determine exact area (ii) give circle, write equation of 3 different lines that cut area in half

PREP: (i) Hyperbola Discovery

3/23 and 3/24 Unit 4 Lesson 7

Objective:

L5 – SWBAT derive and apply the standard form of hyperbolas to graph these relations

EQs:

- 1a. What is(are) the most significant feature(s) of function?
- 1b. What is the slope of a non-linear function?

Agenda:

1. **Do Now** (20min) – S-Led conversation over ACT-aligned questions

[400-600]

2. **Discussion** (60min) – S-led discussion over U4L6 groupwork;

Takeaways: (i) Diameters cut the area of a circle in half [the only requirement of a diameter is that it crosses through the center] (ii) where do a and b show up in the graphs of hyperbolas (iii) why do certain x-values yield undefined outputs

Homework: U4L7 Groupwork

GET IT: (i) create equations of hyperbolas given graphs (ii) graph hyperbola given equation [also find domain and range]

PREP: (i) ripples formed by dropping rocks (ii) solving system of conics

3/25 and 3/26 Unit 4 Lesson 8

Objective:

L5 – SWBAT derive and apply the standard form of hyperbolas to graph these relations

EQs:

- 1a. What is(are) the most significant feature(s) of function?
- 1b. What is the slope of a non-linear function?

Agenda:

1. **Do Now** (20min) – S-Led conversation over ACT-aligned questions [400-600]
2. **Discussion** (60min) – S-led discussion over U4L7 groupwork;

Takeaways: (i) Hyperbolas do exist in the “real-world” (ii) We can apply previous methods for solving systems to conics (iii) Reinforce: solution to a system is ALL the points that simultaneously satisfy BOTH equations

Homework: U4L8 Practice Test

3/27 and 3/30 Unit 4 Lesson 9

Objective:

L6 CHALLENGE – SWBAT find the area of compound figures in the coordinate plane involving conic sections and lines

L6 CHALLENGE – SWBAT solve systems of equations involving conic sections

EQs:

- 1a. What is(are) the most significant feature(s) of function?
- 1b. What is the slope of a non-linear function?

Agenda:

1. **Do Now** (20min) – S-Led conversation over ACT-aligned questions [400-600]
2. **Discussion** (60min) – S-led discussion over U4L8 Practice Test;

Takeaways: (i) CTS for circles (ii) classify eq's not in standard form as circles or nah (ii) working with standard form of conics [graphing / creating based on info] (iii)

Determining points in/out/on circle or ellipse (iv) Circle = Distance = PT

Spiral: (i) Finding area of “sections” and composite figures (ii) arc length (iii) graphing lines in Cplane (iv) Solving Systems

Homework: study

3/31 and 4/1 Unit 4 Lesson 10

Objective:

L6 CHALLENGE – SWBAT find the area of compound figures in the coordinate plane involving conic sections and lines

L6 CHALLENGE – SWBAT solve systems of equations involving conic sections

EQs:

1a. What is(are) the most significant feature(s) of function?

1b. What is the slope of a non-linear function?

Agenda:

1. **Do Now** (A-day Only: 20min) – S-Led conversation over test-aligned questions

2. **Test** (60min)

Takeaways: (i) CTS for circles (ii) classify eq's not in standard form as circles or nah

(ii) working with standard form of conics [graphing / creating based on info] (iii)

Determining points in/out/on circle or ellipse (iv) Circle = Distance = PT

Spiral: (i) Finding area of "sections" and composite figures (ii) arc length

(iii) graphing lines in Cplane (iv) Solving Systems

Homework: U4L10 Groupwork

Mod U2L8H Polynomial Packet

2.4.b.1 Network Curriculum Maps

Test Map 9.1				
Item #	Correct Answer	Subject	CRS #	CRS
1	A	Science	SIN 402	Understand a simple experimental design.
2	J	Science	IOD 402	Compare or combine data from a simple data presentation.
3	A	Science	SIN 401	Understand the methods and tools used in a moderately complex experiment.
4	J	Science	IOD 202	Identify basic features of a table, graph, or diagram.
5	C	Science	IOD 202	Identify basic features of a table, graph, or diagram.
6	J	Science	IOD 301	Select two or more pieces of data from a simple data presentation.
7	B	Science	IOD 304	Determine how the value of one variable changes as the value of another variable changes in a simple data presentation
8	H	Science	EMI 401	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or model.
9	C	Science	SIN 402	Understand a simple experimental design.
10	F	Science	SIN 402	Understand a simple experimental design.
11	B	Science	IOD 301	Select two or more pieces of data from a simple data presentation.
12	F	Science	SIN 401	Understand the methods and tools used in a moderately complex experiment.
13	C	Science	EMI 401	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or model.
14	G	Science	EMI 402	Identify key issues or assumptions in a model.
15	C	Science	IOD 402	Compare or combine data from a simple data presentation.
16	H	Science	EMI 402	Identify key issues or assumptions in a model.
17	B	Science	IOD 304	Determine how the value of one variable changes as the value of another variable changes in a simple data presentation
18	J	Science	IOD 301	Select two or more pieces of data from a simple data presentation.
19	D	Science	EMI 401	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or model.
20	J	Science	SIN 402	Understand a simple experimental design.
21	C	Science	IOD 202	Identify basic features of a table, graph, or diagram.
22	G	Science	IOD 402	Compare or combine data from a simple data presentation.
23	D	Science	IOD 301	Select two or more pieces of data from a simple data presentation.
24	H	Science	SIN 401	Understand the methods and tools used in a moderately complex experiment.
25	B	Science	EMI 402	Identify key issues or assumptions in a model.
26	J	Science	IOD 402	Compare or combine data from a simple data presentation.
27	B	Science	EMI 401	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or model.
28	F	Science	IOD 304	Determine how the value of one variable changes as the value of another variable changes in a simple data presentation

Test Map 9.1

Item #	Correct Answer	Subject	CRS #	CRS
1	A	English	SST 202	Revise shift in verb tense between simple clauses in a sentence or between single adjoining sentences.
2	J	English	COU 201	Solve basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and
3	A	English	COP 301	Provide appropriate punctuation in straightforward situations (e.g. items in a series).
4	G	English	COU 302	Recognize and use the appropriate word in frequently confused pairs.
5	C	English	COU 302	Recognize and use the appropriate word in frequently confused pairs.
6	J	English	COU 201	Solve basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and
7	D	English	SST 602	Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph
8	G	English	SST 502	Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.
9	B	English	COU 402	Ensure that a verb agrees with its subject when there is some text between the two.
10	F	English	TOD 401	Identify the central idea or main topic of a straightforward piece.
11	A	English	SST 302	Decide the appropriate verb tense and voice by considering the meaning of the entire sentence.
12	J	English	COU 402	Ensure that a verb agrees with its subject when there is some text between the two.
13	C	English	COP 503	Use apostrophes to indicate simple possessive nouns.
14	H	English	SST 502	Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.
15	A	English	SST 602	Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph
16	J	English	COU 302	Recognize and use the appropriate word in frequently confused pairs.
17	B	English	COP 503	Use apostrophes to indicate simple possessive nouns.
18	F	English	SST 602	Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph
19	D	English	COU 201	Solve basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and
20	J	English	TOD 401	Identify the central idea or main topic of a straightforward piece.
21	C	English	SST 202	Revise shift in verb tense between simple clauses in a sentence or between single adjoining sentences.
22	G	English	COU 301	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straight forward
23	A	English	COP 301	Provide appropriate punctuation in straightforward situations (e.g. items in a series).
24	F	English	COU 301	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straight forward
25	D	English	COU 302	Recognize and use the appropriate word in frequently confused pairs.
26	G	English	COU 402	Ensure that a verb agrees with its subject when there is some text between the two.
27	B	English	COU 302	Recognize and use the appropriate word in frequently confused pairs.
28	H	English	COU 201	Solve basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and
29	B	English	SST 302	Decide the appropriate verb tense and voice by considering the meaning of the entire sentence.
30	J	English	COU 402	Ensure that a verb agrees with its subject when there is some text between the two.
31	C	English	SST 302	Decide the appropriate verb tense and voice by considering the meaning of the entire sentence.
32	G	English	COP 301	Provide appropriate punctuation in straightforward situations (e.g. items in a series).
33	A	English	COU 402	Ensure that a verb agrees with its subject when there is some text between the two.
34	H	English	SST 502	Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.
35	B	English	COU 301	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straight forward
36	J	English	COU 301	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straight forward
37	B	English	SST 202	Revise shift in verb tense between simple clauses in a sentence or between single adjoining sentences.
38	J	English	COP 503	Use apostrophes to indicate simple possessive nouns.
39	A	English	COP 503	Use apostrophes to indicate simple possessive nouns.
40	G	English	TOD 401	Identify the central idea or main topic of a straightforward piece.

Test Map 9.1

Item #	Correct Answer	Subject	CRS #	CRS
1	B	Math	XEI 201	Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$)
2	G	Math	NCP 401	Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and the greatest common factor
3	D	Math	BOA 302	Solve some routine two-step arithmetic problems
4	F	Math	NCP 503	Work with numerical factors
5	C	Math	NCP 302	Identify a digit's place value
6	G	Math	NCP 503	Work with numerical factors
7	A	Math	NCP 401	Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and the greatest common factor
8	H	Math	XEI 301	Substitute whole numbers for unknown quantities to evaluate expressions
9	A	Math	NCP 201	Recognize equivalent fractions and fractions in lowest terms
10	H	Math	PSD 301	Calculate the average of a list of numbers
11	B	Math	XEI 202	Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals
12	K	Math	XEI 301	Substitute whole numbers for unknown quantities to evaluate expressions
13	E	Math	BOA 301	Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent
14	F	Math	NCP 501	Find and use the least common multiple
15	E	Math	BOA 301	Solve routine one step arithmetic problems (using whole numbers, fractions, decimals) such as single step percent
16	J	Math	NCP 301	Recognize one-digit factors of a number
17	E	Math	BOA 201	Perform one-operation computation with whole numbers and decimals
18	G	Math	BOA 302	Solve some routine two-step arithmetic problems
19	A	Math	NCP 502	Order fractions
20	K	Math	NCP 201	Recognize equivalent fractions and fractions in lowest terms
21	D	Math	BOA 202	Solve problems in one or two steps using whole numbers
22	H	Math	BOA 301	Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent
23	C	Math	XEI 301	Substitute whole numbers for unknown quantities to evaluate expressions
24	H	Math	NCP 401	Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, prime and greatest common factor
25	D	Math	XEI 201	Exhibit knowledge of basic expressions (e.g, identify an expression for a total as $b + g$)
26	K	Math	NCP 501	Find and use the least common multiple
27	B	Math	BOA 202	Solve problems in one or two steps using whole numbers
28	H	Math	NCP 401	Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, prime and greatest common factor
29	B	Math	BOA 302	Solve some routine two-step arithmetic problems
30	J	Math	NCP 502	Order fractions

Test Map 9.1

Item #	Correct Answer	Subject	CRS #	CRS
1	A	Reading	MOW 401	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in
2	H	Reading	MID 301	Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives
3	A	Reading	REL 201	Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages
4	G	Reading	MID 301	Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives
5	D	Reading	GEN 201	Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives.
6	F	Reading	MID 401	Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives
7	D	Reading	SUP 201	Locate basic facts (e.g. names, dates, events) clearly stated in passage
8	H	Reading	MOW 301	Use context to understand basic figurative language
9	D	Reading	MID 401	Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives
10	G	Reading	SUP 301	Locate simple details at the sentence and paragraph level in uncomplicated passages
11	B	Reading	SUP 201	Locate basic facts (e.g. names, dates, events) clearly stated in passage
12	F	Reading	MOW 201	Understand the implication of familiar words or phrases and of simple descriptive language
13	B	Reading	SUP 401	locate important details in uncomplicated passages
14	F	Reading	MOW 401	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in
15	B	Reading	MID 401	Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives
16	G	Reading	SUP 401	locate important details in uncomplicated passages
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24	J	Reading	SUP 301	Locate simple details at the sentence and paragraph level in uncomplicated passages
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28	G	Reading	SUP 401	locate important details in uncomplicated passages
29	C	Reading	MOW 401	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in
30	H	Reading	SUP 401	locate important details in uncomplicated passages



NOBLE

Multiple Choice Interim Assessment 9.1

Please Do Not Open Booklet Until Told to Do So

Noble Efforts Change Lives. Be Noble.

TEST 1: ENGLISH TEST
30 Minutes—40 Questions

DIRECTIONS: In this test, you will read four passages. In each passage, you will see words or phrases that are underlined and numbered. In the right hand column, you will see some alternative options. For each question, pick the answer that is most appropriate for standard written English or is most consistent with the tone and style of the passage as a whole. If you feel that no change is needed to the original version, choose “NO CHANGE.”

Once you have picked the option you feel is best, fill in the corresponding circle on your answer sheet.

Read each passage completely before you begin answering any questions regarding it. You cannot determine most answers without reading several sentences before and after the question.

PASSAGE I

Text adapted from *The Wonderful Wizard of Oz* by Frank L. Baum

The Wonderful Wizard of Oz

They walked through the forest until it became too dark to go any farther. Dorothy, Toto, and the Lion lay down to sleep while the Woodsman and the Scarecrow kept watch over them as usual.

When morning came, they started again.

Before they had went far, they heard a rumble, like the growling of many wild animals. Toto whimpered a little, but none of the others were frightened, and they kept along the quiet, dusty, and well-trodden path until they came to an opening in the wood, in which

hundreds of beasts of every variety were gathered.

There were tigers, elephants, bears, wolves, foxes, and all the others in the animal world, and, for a moment,

Dorothy was afraid. To comfort her, the Lion explained that the animals were holding a meeting, and he judged by there snarling and growling that they were in great trouble.

1. **A.** NO CHANGE
B. will start
C. start
D. are starting

2. **F.** NO CHANGE
G. go
H. gone
J. had gone

3. **A.** NO CHANGE
B. quiet, dusty, and well-trodden, path
C. quiet, dusty and well-trodden path
D. quiet dusty, and well-trodden path

4. **F.** NO CHANGE
G. were
H. wear
J. where

5. **A.** NO CHANGE
B. they're
C. their
D. their's

GO ON TO THE NEXT PAGE.

As the Lion spoke, several of the beasts have⁶ caught₆ sight of him, and, at once, the great assemblage hushed as if by magic. The biggest of the tigers came up to the Lion and bowed, saying, "Welcome, O' King of Beasts! You have come in good time to fight our enemy and have brought hope to all the animals of the forest once more."

"What is your trouble?" asked the Lion quietly.

"We were⁷ all threatened," answered the tiger, "by a fierce enemy which has lately come into this forest. It is a most tremendous monster, like a great spider, with a body as big as an elephant and legs as long as a tree trunk. They have₈ eight long legs, and as the monster crawls through the forest, it uses its legs to seize an animal and drags its prey to its mouth, where it eats the victim as a spider does a fly. Not one among us are₉ safe while this fierce creature is alive, and we had called a meeting to decide how to take care of ourselves when you came among us."

The Lion turned nervously to look at his companions. This quest would greatly delay their journey.

10

6. **F.** NO CHANGE
G. caught
H. had caught
J. caught

7. **A.** NO CHANGE
B. You were
C. They were
D. We are

8. **F.** NO CHANGE
G. It has
H. It had
J. They had

9. **A.** NO CHANGE
B. is
C. was
D. were

Question 10 asks about the preceding passage as a whole.

10. Which of the following best describes the main idea of the passage?
- F.** While traveling, Dorothy and her friends learn about a danger in the forest from the animals.
G. The Lion determines how to take care of the tremendous monster in the forest.
H. The tiger was afraid of the tremendous spider.
J. Dorothy and her friends are on an exciting journey through the forest.

GO ON TO THE NEXT PAGE.

PASSAGE II

Text adapted from *Roosevelt in the Bad Lands* by Herman Hagedorn

Roosevelt in the Bad Lands

There was nothing very theatrical awaiting Theodore Roosevelt. The "depot" was deserted.

Roosevelt dragged his belongings through the sagebrush toward a huge black building looming northeastward and hammered¹¹ on the door until the proprietor appeared, muttering curses.

- 11. A. NO CHANGE
- B. hammers
- C. has hammered
- D. is hammering

The face that Roosevelt saw, in the light of the smoky lanterns, were¹² not one to inspire confidence in a tenderfoot on a dark night. The feature's¹³ were those of a man who might have been drinking, with inconsiderable interruptions, for a very long time. He was short and stout and choleric, with a wiry moustache under a red nose, and we seemed¹⁴ to be distinctly under the impression that Roosevelt had done something for which he should apologize.

- 12. F. NO CHANGE
- G. is
- H. are
- J. was

- 13. A. NO CHANGE
- B. features'
- C. features
- D. feature

- 14. F. NO CHANGE
- G. he seems
- H. he seemed
- J. they seemed

He showed¹⁵ the way upstairs. Fourteen beds were scattered about the loft, which Roosevelt subsequently heard was known as the "bull-pen." One bed was unoccupied. He excepted¹⁶ it without a murmur.

- 15. A. NO CHANGE
- B. He shows
- C. They showed
- D. I showed

- 16. F. NO CHANGE
- G. exited
- H. expected
- J. accepted

GO ON TO THE NEXT PAGE.

What Roosevelts' roommates¹⁷ noticed the next morning, when they discovered the future president had appeared, is lost to history. However, history states he was¹⁸ unquestionably frank, profane, and unwashed. Roosevelt was, in fact, not a sight to awaken sympathy in the minds of such inhabitants as Little Missouri possessed. He had just recovered from an attack of cholera morbus, and, though he had wrote¹⁹ his mother from Chicago that he was already "feeling like a fighting-cock," the marks of his illness were still on his face. Besides, he wore glasses, which, as he later discovered, were considered in the Bad Lands as a sign of a "defective moral character." 20

17. A. NO CHANGE
B. Roosevelt's roommates
C. Roosevelts' roommates'
D. Roosevelt's roommates'

18. F. NO CHANGE
G. it was
H. we were
J. he is

19. A. NO CHANGE
B. written
C. had writed
D. had written

Question 20 asks about the preceding passage as a whole.

20. Which of the following best describes the main idea of the passage?
- F. The young Roosevelt was criticized for not being very presidential.
G. The accounts of Roosevelt's roommates help us better understand his character.
H. Roosevelt was not accepted because he wore glasses.
J. Roosevelt's toughness seemed suited to an unwelcoming environment.

GO ON TO THE NEXT PAGE.

PASSAGE III

Text adapted from *The Book of Dragons* by Edith Nesbit

The Book of Dragons

John the blacksmith had a wife and a little baby. When his wife is not doing²¹ the housework, she used to hold the baby and cry, remembering the happy days when she lived with her father. She remembered her father's noise cows²², and how she lived in the country, and when John used to come courting her in the summer evenings, as smart as could be, with a posy in his buttonhole. Now, John's graying hair was²³ thin, his eyes were tired, and his family rarely had²³ enough to eat.²³

One evening, the blacksmith was busy with his furnace. He was²⁴ making a goat-shoe for a very rich farmer's goat. The farmer wished to see how the goat liked being shod and also weather²⁵ the shoe would come to fivepence or sevenpence before he ordered the whole set. This was the only order John had had that week. As he worked, his wife sat and held the baby, who, despite the family's hardships, were²⁶ not crying.

Presently, over the noise of the bellows and over the clank of the iron, there came another sound. The blacksmith and his wife, not to busy to hear²⁷ the noise, looked at each other.

"I heard nothing," said he.

"Neither did I," said she.

21. A. NO CHANGE
B. has not been doing
C. was not doing
D. will not be doing
22. F. NO CHANGE
G. noisy cows
H. noisily cows
J. more noisier cows
23. A. NO CHANGE
B. Now, John's graying hair was thin, his eyes were tired and his family rarely had enough to eat.
C. Now, John's graying hair was thin his eyes were tired, and his family rarely had enough to eat.
D. Now, John's graying hair was thin his eyes were tired and his family rarely had enough to eat.
24. F. NO CHANGE
G. One was
H. They were
J. It was
25. A. NO CHANGE
B. wither
C. wether
D. whether
26. F. NO CHANGE
G. was
H. are
J. is
27. A. NO CHANGE
B. too busy to hear
C. too busy too hear
D. to busy too hear

GO ON TO THE NEXT PAGE.

However, the noise grew louder—and the two were so anxious not to hear it that he hammered away at the goat-shoe more hard than he had ever hammered in his life, and she began to sing to the baby—a thing she had not had the heart to do for weeks.

28. F. NO CHANGE
G. hardest
H. harder
J. more harder

But through the blowing, hammering, and singing, the noise becomes louder and louder, and the more they tried not to hear it, the more they did. It was like the noise of some great creature purring, purring, purring—and the reason they did not want to believe they really heard it was that it came from the great dungeon down below, where the old iron was, and the firewood and the twopence worth of coal, and the broken steps that went down into the dark, ending no one knew where.

29. A. NO CHANGE
B. became
C. has become
D. has become

PASSAGE IV

Text adapted from *The Science of Fingerprinting* by Dwight D. Eisenhower

The Science of Fingerprinting

Criminal identification, found by taking someone's fingerprints, are one of the most effective factors in apprehending fugitives who might otherwise escape arrest. This type of identification also makes possible an accurate number of arrests and convictions which, of course, resulted in the construction of more equitable sentences by the judiciary. In addition, this system of identification enables the prosecutor to present his case in light of an offender's previous record. It also provides the correctional, officers, the parole board, and the governor with definite

30. F. NO CHANGE
G. are creating
H. create
J. is

31. A. NO CHANGE
B. had resulted
C. results
D. was resulting

32. F. NO CHANGE
G. It also provides the correctional officers, the parole board, and the governor
H. It also provides, the correctional officers, the parole board, and the governor
J. It also provides the correctional officers, the parole board, and the governor

GO ON TO THE NEXT PAGE.

information upon which to base their judgment in dealing with criminals.

Since its introduction, fingerprinting, because of its peculiar adaptability to the field, has been associated with criminal identification. However, the Civil File of the Identification Division of the Federal Bureau of Investigation contains³³ three times as many fingerprints as the Criminal File. These civil fingerprints are an invaluable aid in identifying amnesia victims, missing persons, and unknown deceased. The victims of major disasters may be identified if his fingerprints are³⁴ on file, thus providing a humanitarian benefit not usually associated with fingerprint records.

The science of fingerprinting is based upon analyzing ridges that appear on the inside of the end joints for³⁵ the fingers and thumbs. These ridges has³⁶ definite contours and appeared³⁷ in several general pattern types, each with general and specific variations of the pattern, dependent on the shape and relationship of the ridges. The ridge's outlines³⁸ appear most clearly when inked impressions are taken upon paper so that the ridges are black against a white background. This result is achieved by the ink adhering to the friction ridges. Impressions may be made with blood, dirt, grease, or any foreign matter present on the ridges. The background or medium may be paper, glass, porcelain, wood, cloth, wax, putty, silverware, or any smooth, nonporous material.

33. A. NO CHANGE
B. contain
C. have contained
D. has been containing
34. F. NO CHANGE
G. their fingerprints were
H. their fingerprints are
J. his fingerprints were
35. A. NO CHANGE
B. of
C. about
D. beyond
36. F. NO CHANGE
G. was
H. having
J. have
37. A. NO CHANGE
B. appear
C. had been appearing
D. are appearing
38. F. NO CHANGE
G. ridge's outline's
H. ridges outlines'
J. ridges' outlines

GO ON TO THE NEXT PAGE.

Of all the methods of identification, fingerprinting alone has proved to be both infallible and feasible. Its superiority over the older methods, such as branding, tattooing, distinctive clothing, photography, and body measurements, has been demonstrated time after time. While many cases of mistaken identification have occurred through the use of these older systems, to date no two individuals' fingerprints have been found to be identical.

39

40

39. A. NO CHANGE
B. two individuals fingerprints'
C. two individual's fingerprints
D. two individuals fingerprints

Question 40 asks about the preceding passage as a whole.

40. Which of the following best describes the main idea of the passage?
- F. Fingerprinting can only be used in criminal cases.
G. Fingerprinting is a highly reliable way to determine a person's identity.
H. No two fingerprints are the same.
J. There is a lot of debate among scientists about the reliability of fingerprinting.

TEST 2: MATH TEST
30 Minutes—30 Questions

DIRECTIONS: In this test you are to solve each problem, choose the correct answer and fill in the corresponding circle on your answer sheet. Try to avoid spending too much time on any one problem. You want to solve the ones you can quickly; then come back to the others in the time remaining.

You are allowed to use a calculator for this test; but, some problems may be best done without using the calculator. You may do your figuring on the right side of each page.

Also, please note that unless the problem indicates it, you can assume the following:

- Geometric figures lie in a plane
 - Diagrams are not drawn to scale
 - The word *line* means a straight line
 - The word average indicates arithmetic mean. For example, the average of 1, 2, and 3 is $\left(\frac{1+2+3}{3}\right)$.
-
-

1. Eric ate N hot dogs and Marilyn ate S hot dogs, with S being greater than N . How many more hot dogs did Marilyn eat than Eric?

DO YOUR FIGURING HERE

- A. $N - S$
B. $S - N$
C. $N + S$
D. $\frac{N}{S}$
E. $\frac{S}{N}$
2. Find the least common denominator for the following fractions: $\frac{1}{5}$, $\frac{5}{8}$, and $\frac{7}{10}$
- F. 23
G. 40
H. 50
J. 80
K. 400

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE

3. You have two one-gallon jugs in the refrigerator. If you have $\frac{3}{8}$ of one jug of milk and $\frac{1}{2}$ of another jug, how much milk would you have if you combined the two jugs?

- A. 0.125 gal.
- B. 0.1875 gal.
- C. 0.5625 gal.
- D. 0.875 gal.
- E. 2.875 gal.

4. What is the sum of all the factors of 24?

- F. 60
- G. 59
- H. 36
- J. 35
- K. 24

5. What is the digit in the tenths place of the

decimal form of $7\frac{5}{8}$?

- A. 2
- B. 5
- C. 6
- D. 7
- E. 8

6. How many of the integers between 39 and 129 are divisible by 5?

- F. 17
- G. 18
- H. 19
- J. 20
- K. 21

7. Simplify the following expression:

$$1 + 4[18 \div 3(6 - 8)]$$

- A. -47
- B. -11
- C. 13
- D. 49
- E. 137

8. If $p = 3$ and $m = 4$, what is the value of the expression: $-p + 2m$?

- F. -5
- G. -4
- H. 5
- J. 7
- K. 11

9. Which of the following fractions are equivalent:

I. $\frac{2}{3}$

II. $\frac{18}{24}$

III. $\frac{12}{18}$

- A. I and III
- B. I and II
- C. II and III
- D. All are equivalent
- E. None are equivalent

10. If last week Gregory downloaded 6 songs each day from Monday to Friday and downloaded 13 songs on Saturday and another 13 songs on Sunday, what was the average number of songs he downloaded per day?

F. 2.7
G. 6.1
H. 8
J. 9.5
K. 10.7

11. Which of the following operations is the most efficient method to solve for the unknown variable n ?

$$n + 10.2 = 27$$

A. Add 10.2 to both sides
B. Subtract 10.2 from both sides
C. Multiply by 10.2 on both sides
D. Add 27 on both sides
E. Subtract 27 on both sides

12. What is the value of $6a^2 - b$ when $a = -3$ and $b = -8$?

F. -62
G. -46
H. 44
J. 46
K. 62

13. Vivian made 46 free throws out of 71 attempts during the basketball season. What percentage, rounded to the nearest whole number, of her free throws did she make during this season?

A. 35%
B. 46%
C. 59%
D. 64%
E. 65%

14. Three mechanical birds each begin a race around a track at the same time. The first bird is set to complete a lap every 3 minutes, the second bird completes a lap every 4 minutes, while the last bird completes a lap every 6 minutes. How many minutes after the start will all three birds be at their respective starting positions for the first time?
- F. 12
G. 13
H. 24
J. 48
K. 72
15. In July, the record high temperature was 105° F. In January, the record low was -21° F. What is the difference, in degrees Fahrenheit, between the record in July and the record in January?
- A. -84
B. -21
C. -5
D. 84
E. 126
16. For integers a and b , if $ab = 72$, which of the following is not a possible value of a ?
- F. 2
G. 3
H. 4
J. 5
K. 6
17. The cost of just one ticket for the rides at the carnival was \$3.00. If you purchased a special bargain book of 15 tickets the cost was \$39.00. How much would each ticket cost if you purchased a bargain book?
- A. \$39.00
B. \$13.00
C. \$5.00
D. \$3.00
E. \$2.60

18. A road map is drawn to scale so that 2 inches represents 80 miles. How many miles does 5 inches represent?
- F. 400
 - G. 200
 - H. 83
 - J. 40
 - K. 32
19. At a pie eating contest, Contestant A ate $\frac{3}{4}$ of his pie, Contestant B ate $\frac{3}{5}$ of her pie, Contestant C ate $\frac{7}{10}$ of his pie, Contestant D ate $\frac{1}{20}$ of her pie, and Contestant E ate $\frac{1}{5}$ of her pie. Which contestant ate the greatest portion of his or her pie?
- A. Contestant A
 - B. Contestant B
 - C. Contestant C
 - D. Contestant D
 - E. Contestant E
20. The numerator of a fraction is 6. Which of the following could be the denominator of the fraction so that it is already in lowest terms?
- F. 9
 - G. 12
 - H. 15
 - J. 18
 - K. 19

21. The school has 30 boxes of granola bars and each box contains 12 granola bars. The granola bars are to be shared evenly by 20 classrooms. How many granola bars does each classroom get?

- A. 360
- B. 50
- C. 20
- D. 18
- E. 2.1

22. On a test with 80 questions, a student answered 70% of the questions correctly. How many questions did the student answer correctly?

- F. 88
- G. 70
- H. 56
- J. 44
- K. 24

23. In order to calculate the cost, in dollars, of taking her family to the movies, Mrs. Noble uses the expression $10a + 6c$, where a is the number of adults and c is the number of children. If she and her husband go to the movies with four children, how much would they have to pay?

- A. \$22
- B. \$34
- C. \$44
- D. \$52
- E. \$136

24. An *arithmetic sequence* is one in which the difference between consecutive terms is the same. Which numbers should be placed in the blanks below to make the following an arithmetic sequence?

13, ____, ____, 49...

- F. 13, 49
- G. 23, 39
- H. 25, 37
- J. 25, 40
- K. 31, 31

25. The grocery store is having a sale on fruit. Apples cost \$0.45 each and oranges are \$0.75 each. Which of the following expressions represents the total cost, in dollars, of a apples and b oranges?
- A. $1.20(a + b)$
 - B. $0.45a + 1.20b$
 - C. $1.20ab$
 - D. $0.45a + 0.75b$
 - E. $1.20a + b$
26. If x is the least common multiple of 4, 8, and 12, what is the value of $3x - 4$?
- F. 2
 - G. 8
 - H. 24
 - J. 32
 - K. 68
27. Ms. Noble has a class of 20 students. Three students move away to a different school, but a week later 1 more student joins the class. If Ms. Noble wants to split her class into groups of 3, how many groups will she have?
- A. 3
 - B. 6
 - C. 8
 - D. 18
 - E. 24
28. Which of the following represents “7 and 38 thousandths,” rounded to the nearest hundredth?
- F. 7.4
 - G. 7.38
 - H. 7.04
 - J. 7.038
 - K. 7.0038

DO YOUR FIGURING HERE

29. A teacher gave his students 5 new words to spell every day for the first 5 days of school. In the 2nd week of school, the teacher gave the students 4 new words each day for 4 days and then on the 5th day of the 2nd week he gave the spelling test covering all the words. How many words in total were on the test?

- A. 82
- B. 41
- C. 25
- D. 16
- E. 9

30. Which of the following is ordered from least to greatest?

F. $\frac{1}{2}, \frac{1}{3}, \frac{3}{10}, \frac{4}{5}$

G. $\frac{1}{3}, \frac{1}{2}, \frac{3}{10}, \frac{4}{5}$

H. $\frac{1}{3}, \frac{3}{10}, \frac{1}{2}, \frac{4}{5}$

J. $\frac{3}{10}, \frac{1}{3}, \frac{1}{2}, \frac{4}{5}$

K. $\frac{4}{5}, \frac{1}{2}, \frac{1}{3}, \frac{3}{10}$

END OF TEST 2
STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.
DO NOT RETURN TO THE PREVIOUS TEST.

TEST 3: READING TEST
30 Minutes—30 Questions

DIRECTIONS: There are three passages on this test, each followed by 10 questions. After reading a passage, choose the best answer for each question and fill in the corresponding circle on your answer sheet. You can refer back to the passage as often as needed.

Passage I

PROSE FICTION: This passage is adapted from the short story “The Red Guitar.”

Meyers was in love with his guitar, a 1967 bright red Gibson ES-335. It was as fine-sounding an electric guitar as Meyers had ever heard in his 50 years of playing. Its smooth-as-satin neck was decorated with gorgeous mother-of-pearl inlays. It had double pickups with precise controls and a sweet resonance from its semi-hollow body that made it able to deliver virtually any sound Meyers could ask from it, from hard-driving rock-and-roll to the mellowest smooth jazz and R&B.

But that wasn’t the reason for Meyers’ passion about the old guitar. He loved it because it was his oldest and most constant friend. The guitar had been his companion for more than four decades, longer than any human being in his life. His parents were dead, and his sister lived in California. None of his friends had been around when he bought the guitar. He had lost touch with the people he knew back then. The guitar had traveled with him to Europe nine times, something no human being had done. Neither of his marriages had lasted, and even though he could not imagine existence without his daughter, she was only 32, more than 10 years younger than his guitar, and she had been part of his life for just three-quarters of the time the instrument had fit so perfectly against his waist.

He even discussed the unique position of the guitar in his consciousness on the rare occasions that he, as a hired sideman, talked to an audience. “This instrument and I have had the most durable relationship of my life,” he would say. The remark drew amused chuckles from people who had no idea that he was telling the absolute, un-ironic truth.

Meyers had forever treated the guitar with such reverent care that its value was astronomical. The ivory banding on the body had yellowed a bit, and the red sheen had acquired a dull patina. For a collector, these realities simply confirmed its age. More importantly, Meyers had the original bill of sale. Had he wanted to sell it, he could have asked \$20,000, and someone would have paid it without blinking an eye. At an auction, his beautiful old 335 might have garnered \$50,000. But Meyers did not intend to sell the guitar. He didn’t consider it an investment. He imagined that he would bequeath his lifelong helpmate to his daughter when he died. She could sell it if she wanted to. It would probably be worth even more by then.

It wasn’t lost money that drained the blood from Meyers’ face when a clumsy percussionist in a mambo band bumped a rack of agogo bells, tipping the steel frame into the red guitar and knocking the 335 from its stand. Time briefly froze for Meyers, a static moment when the falling guitar seemed suspended in air. Then the guitar hit the concrete floor. The blow and the tension of its strings snapped the head from the neck.

And for one lonely man whose dexterous fingers floated across a rosewood fingerboard and metal frets to produce lovely music in any style, the past and future disappeared. The world came to an end.

GO ON TO THE NEXT PAGE.

1. As used in line 7, the word *resonance* means:
 - A. tone.
 - B. shine.
 - C. feeling.
 - D. appearance.
2. In the first paragraph (lines 1–11), the main point is that:
 - F. Meyers designed his ES-335 with double pickups and accurate controls.
 - G. Meyers loved his guitar only because it was beautiful.
 - H. Meyers loved his ES-335 for its beauty and function.
 - J. Meyers knew his guitar was better than any other guitar in existence.
3. Before Meyers' guitar fell on the concrete floor:
 - A. a percussionist bumped into a set of bells.
 - B. its head snapped from the neck.
 - C. its resale value decreased.
 - D. Meyers joined a successful band.
4. Which of the following statements best summarizes the main idea of the second paragraph (lines 12 – 28)?
 - F. Meyers' passion for his guitar grew when he learned to play smooth jazz and R&B.
 - G. Meyers loved his guitar because of how long it had been in his life.
 - H. Meyers valued his guitar more than life.
 - J. Meyers' guitar had been in his life for three-quarters of his daughter's existence.
5. It can be reasonably inferred from the second paragraph (lines 12 – 28) that Meyers:
 - A. disliked his sister who lives in California.
 - B. had begun to lose passion for his guitar.
 - C. could imagine life without his daughter.
 - D. struggled to maintain most relationships.
6. The purpose of the third paragraph (lines 29 – 36) is to show that:
 - F. Meyers had an unusual relationship with his guitar that was not easily understood by his audiences.
 - G. Meyers' audiences knew that he was telling the truth when he described his close relationship with his guitar.
 - H. Meyers was hired as a sideman to talk about his guitar to interested audiences.
 - J. Meyers took a unique position on stage that drew amused chuckles from people.
7. The passage indicates that at auction Meyers' guitar could sell for as much as:
 - A. \$335.
 - B. \$1,967.
 - C. \$20,000.
 - D. \$50,000.
8. As used in lines 56 – 57, the phrase “time briefly froze” most nearly means:
 - F. everything became colder.
 - G. everything was suspended in the air.
 - H. everything seemed to stand still.
 - J. everything became tense.
9. Which of the following statements best summarizes the main idea of the fifth paragraph (lines 52 – 61)?
 - A. The percussionist bumped the agogo bells into Meyers' guitar.
 - B. Meyers was upset about the money he lost when the guitar broke.
 - C. The guitar's strings snapped the head from the neck of the guitar.
 - D. Meyers was horrified when the guitar was knocked over and broken.
10. According to the first paragraph (lines 1 – 11), Meyers' guitar was:
 - F. completely hollow with double pickups.
 - G. able to produce a variety of sounds.
 - H. a fine-sounding acoustic guitar.
 - J. decorated with satin and pearls.

GO ON TO THE NEXT PAGE.

Passage II

SOCIAL SCIENCE: The following chapter entitled, “Seabiscuit: the Wonder Horse that Captured the Nation’s Heart,” was taken from the text *Finding Inspiration in History*.

In 1936 a crooked-legged, stub-tailed little racehorse named Seabiscuit emerged from his stall and onto the racetrack to capture the weary and worried mind of Americans crushed by the economic crisis of the Great Depression. In just a six-year career he won 33 races and drew throngs to racetracks and radios around the country. He received more coverage in newspapers and on the airwaves than President Franklin D. Roosevelt. Maybe it was because, like the battered populace, Seabiscuit overcame tremendous odds with an enormous heart.

Although he had won a few races at the start of his career, by age three Seabiscuit was being used as a “bait” horse. He was whipped into a lead during training races and then pulled up short to give other horses confidence as they overtook him. This harsh use nearly broke the colt’s spirit.

Yet when a taciturn, renegade horse trainer named Tom Smith first looked into Seabiscuit’s eyes, he thought he saw in the horse the soul of a champion. But first he needed to help Seabiscuit recover from the abuse he had endured. Smith put Seabiscuit on a premium diet of timothy grass and, knowing the horse was still a “teenager,” let him sleep as much as he liked. Then Smith gave him friends, beginning with a gentle old horse named Pumpkin who would become Seabiscuit’s lifelong companion, traveling back and forth across the country with him to races. Smith added a stray dog, a goat, and a spider monkey, and Seabiscuit began to beef up and calm down.

Finally, Smith gave Seabiscuit an unlikely rider. At a height of five feet, six inches, Red Pollard was taller than most jockeys. He was also blind in one eye- it was almost impossible for him to judge the distance

between horses during races. But when he met Seabiscuit, it was as if each felt the pull of fate. Sensing the bond, Smith hired Pollard. The unconventional team changed racing history.

During his fourth year, Seabiscuit won eleven of fifteen starts and set track records in four races. The nation took notice. Soon, only War Admiral, the regal 1937 winner of horse racing’s Triple Crown, remained unbeaten by Seabiscuit. Although War Admiral and Seabiscuit were related—they had the same grandsire—the two looked nothing alike. War Admiral was the epitome of a big, majestic thoroughbred. Seabiscuit looked like, well, Seabiscuit.

In a famous match race—a race in which only the two horses participated—Seabiscuit and War Admiral met on November 1, 1938. Some 40 million people, one out of three Americans, listened on the radio. But Seabiscuit’s friend and jockey, Red Pollard, lay in a hospital bed with a broken leg. So Seabiscuit was mounted that day by George Woolf, a friend of Pollard’s.

Seabiscuit usually outran every horse from the start, but the racing experts all believed the elegant War Admiral would set the pace. The experts were wrong. Seabiscuit led from the bell that began the race. But on Pollard’s advice, Woolf deliberately braked the horse and allowed War Admiral to catch up. Just as Pollard had predicted, Seabiscuit locked eyes with the other horse, then streaked to a four-length win over the champion. By all reports, War Admiral’s spirit never recovered, but the nation was buoyed by the victory of the underdog. Seabiscuit helped a battered country believe that despite adversity, will and hard work can lead to triumph.

GO ON TO THE NEXT PAGE.

11. According to the passage, who won racing's Triple Crown in 1937?
- A. Red Pollard.
 - B. War Admiral.
 - C. Seabiscuit.
 - D. Pumpkin.
12. As used in lines 16 – 17, the phrase “pulled up short” most nearly means:
- F. held back.
 - G. abused greatly.
 - H. trained less.
 - J. praised.
13. The narrator mentions all of the following about Seabiscuit's race against War Admiral, EXCEPT:
- A. Seabiscuit's regular jockey, Red Pollard, was unable to ride him for the race.
 - B. Seabiscuit deliberately started the race behind War Admiral but won in the end.
 - C. Seabiscuit and War Admiral locked eyes momentarily.
 - D. Seabiscuit ultimately won the race.
14. The “battered populace” in line 11 refers to:
- F. the people suffering from the Great Depression.
 - G. other horses who have raced and won, despite the likelihood of defeat.
 - H. those receiving coverage in newspapers.
 - J. the jockeys who ride race horses.
15. Which of the following best summarizes the main idea of paragraph five (lines 44 – 53)?
- A. Because they were related, War Admiral and Seabiscuit looked alike.
 - B. Seabiscuit and War Admiral both had recorded successes, but differed in appearance.
 - C. Seabiscuit won eleven of fifteen starts and set track records in four races.
 - D. Because Seabiscuit's success was noticed by the nation, it was clear that he would beat War Admiral.
16. According to the passage, Red Pollard:
- F. was 5 feet 6 inches, shorter than most jockeys.
 - G. broke his leg and was unable to race Seabiscuit against War Admiral.
 - H. was blind in one eye, but still able to easily judge distances while racing.
 - J. worked harder than other jockeys.
17. As used in line 41, the phrase “pull of fate” most nearly means:
- A. to pull one over.
 - B. an unconventional team.
 - C. a powerful connection.
 - D. a fear of the future.
18. According to the second paragraph (lines 13 – 19), Seabiscuit:
- F. won an impressive number of races at the beginning of his career.
 - G. was whipped if he was not in the lead in every race.
 - H. won so frequently that he often broke other colts' spirits.
 - J. was used to build the confidence of other horses.
19. According to the passage, who rode Seabiscuit in the famous match race against War Admiral?
- A. George Woolf.
 - B. Red Pollard.
 - C. Tom Smith.
 - D. Franklin D. Roosevelt.
20. The narrator's statement that Tom Smith “needed to help Seabiscuit recover from the abuse he had endured” (lines 23 – 25) suggests that Tom Smith is:
- F. an abusive trainer.
 - G. a caring trainer.
 - H. a demanding trainer.
 - J. an average trainer.

GO ON TO THE NEXT PAGE.

Passage III

HUMANITIES: The article “Art from the Masters” is from *The Journal of Fine Art*.

Aside from a love of art, what do I and countless unknown art students have in common with the masters of classical and modern art, such as Picasso, Turner, Manet, and Degas? We all went to class with the great master painters of the Renaissance and other early periods. How? By sitting in the magnificent galleries of the famous art museum, the Louvre, and copying the work of earlier artists.

In my last year of art school, back home in Aurora, Illinois, my faculty advisor, Ms. Roosevelt, told me, “You have tremendous talent. It gives you outstanding potential. Now it’s time to push yourself.” I was flattered and discomfited at the same time. I thought I was always stretching to be better.

When I asked how, Ms. Roosevelt said something I will never forget. She answered, “Cézanne said ‘The Louvre is the book where we learn to read.’ That’s where you should go next.”

Ever since the Louvre opened in 1793, artists have been invited to improve their technique by copying the masterpieces on the walls. Shortly after the open-door policy was instituted, though, the galleries were so crowded that the museum had to restrict access. Today, copying is allowed only from nine in the morning through 1:30 in the afternoon from September through June, except Tuesdays, Sundays, and holidays. Of course, that still leaves a lot of time to spend with spectacular artworks from all historical periods and learn composition and color from many of the greatest painters who have ever lived. Besides, the hours let me earn a living as a waitress.

So, just 24 years old and with all the money I saved during two post-college years of diligent work, I flew to Paris to become a copyist. The procedure wasn’t complicated at

at all. I had to provide a photocopy of my passport along with a letter from the U.S. embassy and a simple form showing the date I wanted to begin and the painting I wanted to copy. I applied to copy Goya’s *Young Woman with a Fan*. My permit was good for three months, and the Louvre provided me with an easel and a stool.

From the very start I felt as though I would burst with joy. Every day, thousands of people came into the magnificent museum, and many stopped to speak with me. The interplay was as stimulating to me as an audience is to a performing musician or an actor on stage. For example, one woman from Germany thanked me as she left. After I described what I was trying to do with my copy, she said, “You have given me a new appreciation for this beautiful painting.”

I thanked her in turn. By describing my objectives, I realized I was analyzing the way Goya did his work, how he combined light and dark and used brushstrokes to produce the masterpiece I was privileged to copy.

The sense of wonder I felt after my first copy in the Louvre has not diminished in the 18 years I have worked as a copyist, nor has the magic of the relationships I develop with museum patrons, other copyists, museum staff, and the artworks changed. Even now, in my 40s, when I begin to see a master’s painting coming to life on my canvas, I very often begin to cry.

21. In paragraph four (lines 22 – 35) the main point is that:

- A. the newly restricted hours allowed the narrator to be a waitress and study art.
- B. from September through June, artists can no longer visit the Louvre to copy art.
- C. despite fewer copying hours, the Louvre remains a good place to see and copy great art.
- D. in the Louvre, there are spectacular artworks from all historical periods.

GO ON TO THE NEXT PAGE.

22. As used in line 63, the phrase “has not diminished” most nearly means:
- F. did not increase.
 - G. did not remain the same.
 - H. did not develop.
 - J. did not weaken.
23. As used in line 68, the phrase “coming to life” most nearly means:
- A. being replicated.
 - B. calling out.
 - C. changing shape.
 - D. fading away.
24. According to paragraph five (lines 36 – 46) the narrator:
- F. had to go through a complicated application process to become a copyist.
 - G. decided to drop out of art school to become a copyist.
 - H. flew to Paris to be a copyist even though she hadn’t saved money.
 - J. obtained the documents she needed to be a copyist
25. If the passage’s last paragraph (lines 62 – 69) were to be deleted, which of the following would the readers lose?
- A. The narrator no longer feels great joy while working as a copyist.
 - B. The narrator’s great appreciation for copying art has endured over time.
 - C. The narrator loves art, but she enjoys the relationships with patrons more.
 - D. The narrator was finally able to appreciate art as she entered her 40s.
26. As used in line 15, the word *discomfited* most nearly means:
- F. uncomfortable.
 - G. delighted.
 - H. enlightened.
 - J. furious.
27. Which of the following occurred BEFORE the narrator applied to copy paintings at the Louvre (lines 43-44)?
- A. The author earned a living as a waitress.
 - B. The author was instructed by her advisor to study the masterpieces in person.
 - C. The Louvre did away with restricted access to allow artists more opportunities to copy work in the museum.
 - D. The author spoke with a German woman about her work as a copyist.
28. According to the passage, the narrator was similar to Picasso because:
- F. they both grew to be talented and famous artists.
 - G. they were both influenced by copying master painters from The Renaissance.
 - H. they both learned on their own, without the help of others.
 - J. they were both told by their teachers that they had tremendous talent.
29. As used in line 50, the word *interplay* most nearly means:
- A. teamwork.
 - B. magnificence.
 - C. conversation.
 - D. unification.
30. According to the passage, Ms. Roosevelt, the narrator’s faculty advisor, does all of the following, EXCEPT:
- F. acknowledge the narrator’s tremendous talent.
 - G. tell the narrator to study art at the Louvre.
 - H. suggest that the narrator read a book called *The Louvre*.
 - J. encourage the narrator to further develop her potential.

END OF TEST 3
STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.
DO NOT RETURN TO A PREVIOUS TEST

TEST 4: SCIENCE TEST
30 Minutes—28 Questions

DIRECTIONS: There are a total of six passages on this test, each followed by a series of questions. After reading a passage, choose the best answer for each question and fill in the corresponding circle on your answer sheet. You can refer back to the passage as often as needed.

Passage I

Gas exchange is critical to maintaining living systems. The most common gases exchanged in living systems are oxygen (O_2) and carbon dioxide (CO_2). Fish, like humans, have a respiratory cycle that involves breathing in O_2 and breathing out CO_2 . All fish use their gills to absorb O_2 and to release CO_2 . Some fish, however, are also able to absorb O_2 and release CO_2 through their skin.

An experiment was performed to investigate the effect of temperature on gas exchange rates through gills and skin. One hundred *Pandaka pygmaea* fish were placed in a tank that simulated their natural habitat. The tank was equipped with a heater to vary the temperature and an infrared sensor to measure gas exchange. Light intensity, pH levels, and salinity were held constant throughout the experiment. O_2 and CO_2 exchange rates were measured at five different temperatures, as shown in Tables 1 and 2.

Table 1		
Temperature (°C)	O ₂ Absorbed (mol/hr)	
	Gills	Skin
0	14.2	4.2
5	16.7	6.8
10	18.9	8.3
15	20.3	10.6
20	23.5	11.4

Table 2		
Temperature (°C)	CO ₂ Released (mol/hr)	
	Gills	Skin
0	7.3	1.3
5	9.2	2.4
10	11.5	3.7
15	13.7	4.9
20	16.4	4.2

GO ON TO THE NEXT PAGE.

1. Which variable was directly manipulated in the experiment?
 - A. Temperature
 - B. Amount of O₂ absorbed
 - C. Amount of CO₂ released
 - D. Moles of O₂

2. According to Table 1, how many total moles of O₂ are absorbed per hour by these fish at 15°C?
 - F. 10.6 moles
 - G. 18.6 moles
 - H. 20.3 moles
 - J. 30.9 moles

3. For the scientist to determine how temperature affects gas exchange, which of the following had to be true?
 - A. A thermometer had to be used to measure temperature.
 - B. A thermometer had to be used to measure salinity levels.
 - C. An infrared sensor had to be used to measure temperature.
 - D. An infrared sensor had to be used to measure salinity levels.

4. Which of the following information is NOT reported in Table 2?
 - F. Temperature
 - G. CO₂ released by the gills
 - H. CO₂ released by the skin
 - J. O₂ absorbed by the skin

Passage II

The Insurance Institute for Highway Safety regularly monitors motor vehicle related fatalities in order to improve their programs that promote safe driving habits. The following data are from the Fatality Analysis Reporting System (FARS). Figure 1 shows the number of teen motor vehicle related fatalities in the United States per year from 1975 to 2005. Figure 2 shows the distribution of all motor vehicle related fatalities involving teens by percentage.

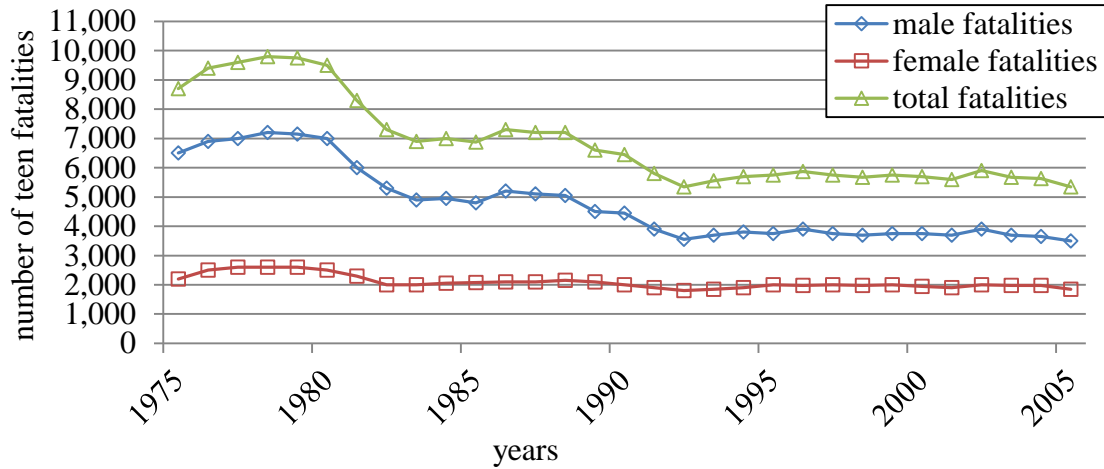


Figure 1

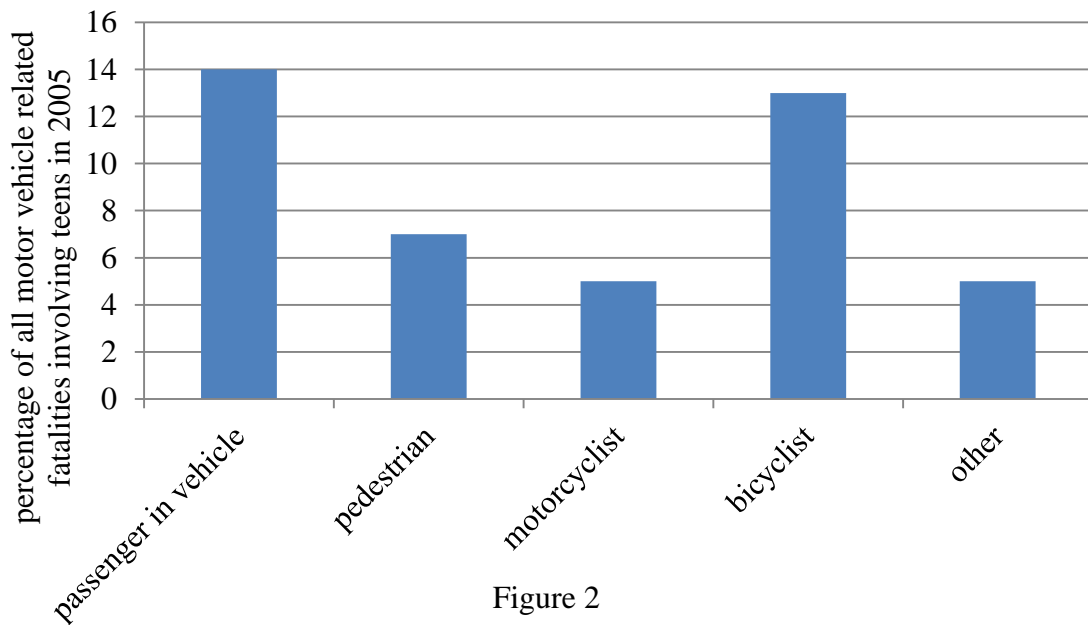


Figure 2

5. Which of the following information is provided on the vertical axis of Figure 1?
- A. Percentage of all motor vehicle fatalities involving teens in 2005
 - B. Year
 - C. Number of teen fatalities
 - D. Female fatalities
6. According to Figure 2, what percentages of pedestrians and bicyclists died in motor vehicle related accidents, respectively?
- F. 13% and 7%
 - G. 14% and 13%
 - H. 7% and 14%
 - J. 7% and 13%
7. According to Figure 1, between the years 1980 and 1985, as the years increased, the total fatalities:
- A. Increased
 - B. Decreased
 - C. Stayed constant
 - D. Increased then decreased
8. Which of the following conclusions is NOT consistent with the data in Figure 1?
- F. The number of male fatalities is greater than the number of female fatalities.
 - G. The number of female fatalities is approximately constant from 2000 to 2005.
 - H. The total number of fatalities follows the trend for the number of female fatalities.
 - J. The total number of fatalities follows the trend for the number of male fatalities.

Passage III

A physics class performed three experiments to measure the effect of the *coefficient of friction* on a non-powered toy car rolling down an inclined plane as shown in Figure 1. Each study was conducted using a ramp with the same angle of incline. However, different surface materials were used to alter each ramp's coefficient of friction.

Study 1

Students placed a non-powered toy car on a 2-meter smooth ramp made of metal. They set the ramp to an incline of 15° and measured the time it took the toy car to roll down the ramp. Students then calculated the velocity of the toy car and determined the average velocity using four trials.

Table 1		
Coefficient of friction: 0.10		
Trial	Time (sec)	Velocity (m/s)
1	1.43	1.40
2	1.42	1.42
3	1.41	1.42
4	1.44	1.39
Average		1.41

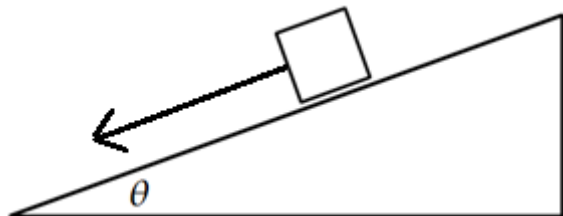


Figure 1

Study 2

The students repeated the procedure from Study 1 using a smooth, 2-meter ramp made of wood. Their results are given in Table 2.

Table 2		
Coefficient of friction: 0.50		
Trial	Time (sec)	Velocity (m/s)
1	1.56	1.28
2	1.61	1.24
3	1.62	1.23
4	1.59	1.26
Average		1.25

Study 3

The students repeated the procedure from Study 1 using a smooth, 2-meter ramp made of wood covered with 120-grit sandpaper. Their results are given in Table 3.

Table 3		
Coefficient of friction: 1.10		
Trial	Time (sec)	Velocity (m/s)
1	1.66	1.20
2	1.71	1.17
3	1.67	1.20
4	1.68	1.19
Average		1.19

9. Which of the following is the best explanation for why the students performed all three studies using the same incline angle for the ramp?
- A. The incline angle could affect the surface material of the ramp.
 - B. The incline angle could affect the accuracy of the stopwatch.
 - C. The incline angle could affect the velocity of the car.
 - D. The incline angle could affect the length of the ramp.
10. In Studies 1-3, what is the most likely reason the students used the same non-powered toy car?
- F. To ensure friction was the only variable affecting velocity.
 - G. To ensure the car could not roll up the ramp.
 - H. To ensure the angle of the ramp was the only variable that affected velocity.
 - J. To ensure the time is the same for every trial.
11. Based on the information in Table 1, which of the following statements best describes the results for Trial 4?
- A. The time was 1.68 sec while the velocity was 1.19 m/s.
 - B. The time was 1.44 sec while the velocity was 1.39 m/s.
 - C. The time was 1.39 sec while the velocity was 1.44 m/s.
 - D. The time was 1.19 sec while the velocity was 1.68 m/s.
12. Students most likely performed multiple trials for each surface type:
- F. because an average with more samples is more reliable.
 - G. because an average with fewer samples is more reliable.
 - H. because sample size has no effect on the reliability of an average.
 - J. because the velocity of the car will increase with more samples.
13. Which of the following statements is consistent with the information and results in Study 1?
- A. The longest time corresponds to the fastest velocity.
 - B. The largest angle of incline corresponds to the slowest velocity.
 - C. During each trial, the car took approximately the same amount of time to roll down the ramp.
 - D. Decreasing the ramp length increases the distance the car can travel.

Passage IV

Two paleontologists discuss the causes of the dinosaur extinction.

Paleontologist 1

The dinosaur extinction was caused by a long sequence of large, volcanic eruptions that occurred 65 million years ago. The continuous ash cloud expelled into the air by these eruptions blocked a portion of sunlight from reaching the Earth's surface, causing worldwide climatic cooling.

Due to the extended period of time in which the light was blocked out, roughly 250 years, most of the Earth's plant species died. The amount of light blocked by the volcanic ash and its duration are represented in Figure 1.

The loss of these plants slowly eliminated the food supply for the plant-eating dinosaurs, resulting in their eventual deaths. Without the plant-eating dinosaurs to prey upon, the meat-eating dinosaurs slowly died out as well.

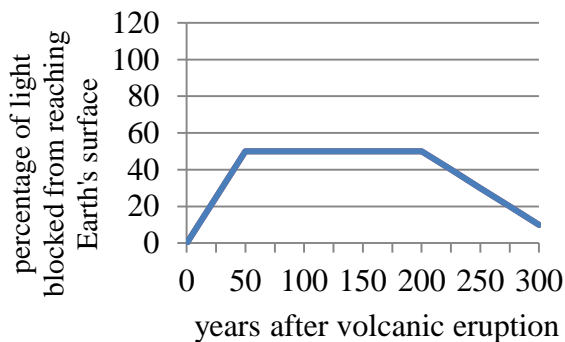


Figure 1

Paleontologist 2

The extinction of dinosaurs was caused by a large meteor striking Earth around 65 million years ago. The impact sent one large cloud of dust and toxic gas into the atmosphere, blocking nearly all of sunlight from reaching the Earth's surface and poisoning many of the Earth's organisms. The amount of light blocked and its duration are represented below in Figure 2.

The dinosaurs died off within a very short period of time, ruling out the possibility that their extinction was due to volcanic eruptions.

This rapid, nearly complete reduction in light, while only lasting for 40 years, wiped out a majority of the plant and animal species on our planet.

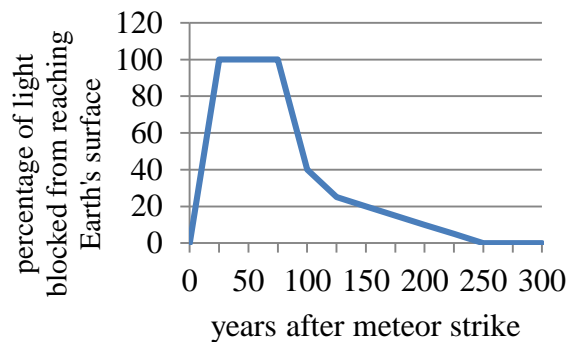


Figure 2

- 14.** Which of the following ideas about extinction was implied by Paleontologist 1?
- F.** Extinction occurs when ash falls on plant species.
 - G.** Extinction is related to an extended lack of light.
 - H.** Extinction is unrelated to climatic cooling.
 - J.** Extinction is related to short periods of time without light.
- 15.** According to Figure 2, how does the percentage of light blocked when the meteor struck (at year 0) compare to the percentage at the end of the 250-year period? The percentage of light blocked at the end of the 250-year period was:
- A.** higher than when the meteor struck.
 - B.** lower than when the meteor struck.
 - C.** equal to when the meteor struck.
 - D.** equal to half of the light blocked when the meteor struck.
- 16.** Paleontologist 2 makes the assumption that:
- F.** both volcanic eruptions and meteor strikes played an important role in extinction.
 - G.** extinction occurred over a long period of time.
 - H.** extinction occurred over a short period of time.
 - J.** volcanic ash clouds caused dinosaur extinction.
- 17.** According to Figure 1, between 150 years and 300 years after the volcanic eruption, the percentage of light blocked:
- A.** stayed constant, then increased
 - B.** stayed constant, then decreased
 - C.** increased, then stayed constant
 - D.** decreased, then stayed constant
- 18.** According to Figure 2, what percentage of light is blocked after 50 years and 150 years, respectively?
- F.** 0% and 100%
 - G.** 20% and 100%
 - H.** 50% and 50%
 - J.** 100% and 20%
- 19.** If Paleontologist 1 is correct, which of the following statements would be true?
- A.** Dinosaurs died out as a result of poisonous gases.
 - B.** A large meteor strike caused the dinosaurs to die out.
 - C.** Over 60% of light blocked was blocked due to a meteor strike.
 - D.** Most plants died out as a result of a long period of low sunlight.

Passage V

Students wish to identify an unknown material. They obtain the room temperature densities for 8 known materials. These data are presented in Table 1.

Students measured the mass and the volume of four solid cubes made of the unknown material. The mass was measured using a digital balance. The volume was determined by measuring the length of the sides of each cube and using the following formula:

$$\text{volume} = \text{length} \times \text{width} \times \text{height}$$

The mass and volume data are summarized in Figure 1. Using the data from the graph and the following formula for density, students determined the density of the unknown material to be 2.0 g/cm^3 .

$$\text{density} = \frac{\text{mass}}{\text{volume}}$$

Material	Density (g/cm^3)
aluminum	2.0
copper	8.9
iron	7.9
zinc	7.1
acetone	0.8
coconut oil	0.9
mercury	13.6
water	1.0

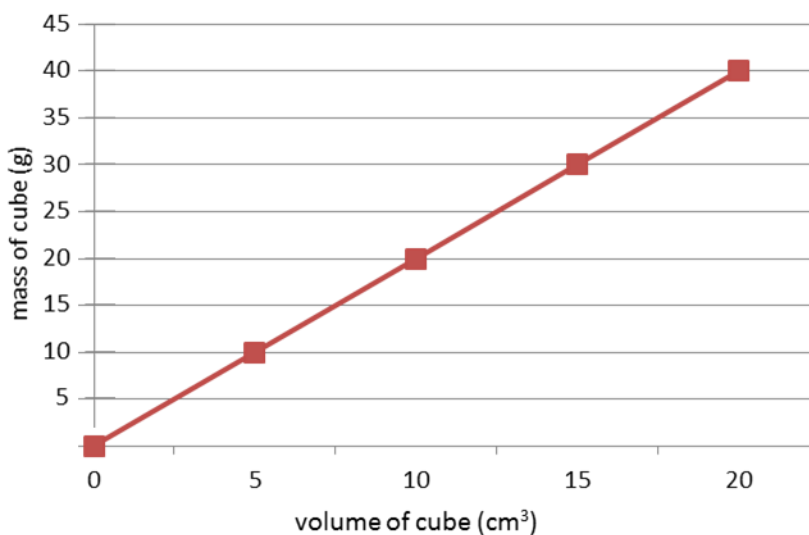


Figure 1

20. According to table 1, the variable that is directly manipulated is the:

- F. mass.
- G. volume.
- H. density.
- J. material.

21. What are the units used to measure the volume of the cube in Figure 1?

- A. g
- B. g/cm
- C. cm^3
- D. g/cm^3

22. According to Table 1, how much more dense is iron than aluminum?

- F. $2.0 \text{ g}/\text{cm}^3$
- G. $5.9 \text{ g}/\text{cm}^3$
- H. $7.9 \text{ g}/\text{cm}^3$
- J. $9.9 \text{ g}/\text{cm}^3$

23. What are the densities of copper and mercury, respectively?

- A. $2.0 \text{ g}/\text{cm}^3$ and $0.8 \text{ g}/\text{cm}^3$
- B. $7.9 \text{ g}/\text{cm}^3$ and $13.6 \text{ g}/\text{cm}^3$
- C. $8.9 \text{ g}/\text{cm}^3$ and $7.1 \text{ g}/\text{cm}^3$
- D. $8.9 \text{ g}/\text{cm}^3$ and $13.6 \text{ g}/\text{cm}^3$

Passage VI

A series of three experiments is completed with the set-up shown in Figure 1. A pendulum ball is pulled back to an angle, θ . This is the *angle of release* and is measured in degrees. The *period* of the pendulum is the time it takes for one complete back and forth swing of the pendulum.

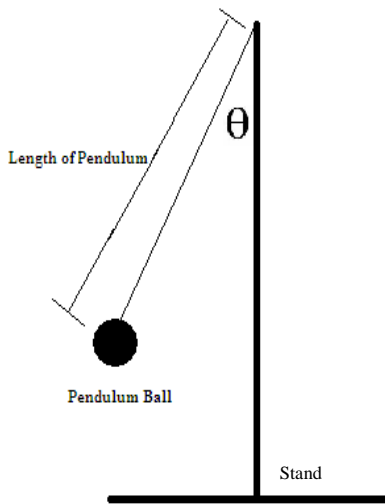


Figure 1

Experiment 1

The scientist varied the length of the pendulum and measured the period.

Mass = 1 kg
Angle of Release = 5°

Table 1	
Length (m)	Period (sec)
0.5	1.5
1.0	2.1
1.5	2.5
2.0	2.9

Experiment 2

The scientist kept the length of the pendulum constant and varied the mass of the pendulum ball. The scientist measured the period.

Length = 2 m
Angle of Release = 5°

Table 2	
Mass (kg)	Period (sec)
0.5	2.0
1.0	2.1
2.0	2.0
3.0	2.0

Experiment 3

The scientist kept the length of the pendulum and the mass of the pendulum ball constant and varied the angle of release. The scientist measured the period.

Mass = 1 kg
Length = 1 m

Table 3	
Initial Angle ($^\circ$)	Period (sec)
5	2.1
20	2.1
45	2.9
80	3.4

- 24.** While collecting data, which of the following tools would have been used in all three experiments?
- F.** Meter stick, because the scientist measured the period.
 - G.** Meter stick, because the scientist measured the angle of release.
 - H.** Stopwatch, because the scientist measured the period.
 - J.** Stopwatch, because the scientist measured the angle of release.
- 25.** The scientist most likely assumed which of the following when the experiment was designed?
- A.** Length of the pendulum has no effect on period.
 - B.** Period is affected by more than one variable.
 - C.** Velocity is affected by period.
 - D.** The length of the pendulum is affected by the mass of the pendulum ball.
- 26.** According to Experiment 3, how much longer was the period when the initial angle was 80° compared to when the angle was 20° ?
- F.** 0.0 sec
 - G.** 0.5 sec
 - H.** 0.8 sec
 - J.** 1.3 sec
- 27.** Which of the following conclusions is consistent with the results of Experiment 1?
- A.** The longest length has the smallest period.
 - B.** The longest length has the largest period.
 - C.** The largest mass has the smallest period.
 - D.** The largest mass has the largest period.
- 28.** Based on the data in Experiment 1, as the length of the pendulum increases from 1.0 meter to 2.0 meters, the period of the pendulum:
- F.** increases.
 - G.** decreases.
 - H.** remains constant.
 - J.** varies with no general trend.



NOBLE

Open-ended Response Items

9.1

Please Do Not Open Booklet Until Told to Do So

Noble Efforts Change Lives. Be Noble.

TEST 1 READING & ENGLISH: 9.1 OPEN-ENDED RESPONSE TEST

DIRECTIONS: There is one passage on this test followed by an open-ended response question. Spend 20 minutes reading the passage and planning your response. Then, you will have 40 minutes to answer the open-ended response question on the following pages. You may refer back to the text as often as needed. As you read, consider the following prompt:

In several well-developed paragraphs, determine a central idea in the excerpt from Maya Angelou's I Know Why the Caged Bird Sings. Cite multiple pieces of strong and thorough textual evidence that support this central idea.

Background Information: *I Know Why the Caged Bird Sings* is an autobiography written in 1969 by African-American poet and writer Maya Angelou. Her story takes place in segregated Stamps, Arkansas. The paragraphs below are numbered so that you may easily refer to them.

Excerpted from chapter 15 of *I Know Why the Caged Bird Sings*. 1969. Angelou, Maya.

1 Mrs. Bertha Flowers was the aristocrat of Black Stamps. She had the grace of control to appear warm in the coldest weather, and on the Arkansas summer days it seemed she had a private breeze which swirled around, cooling her. She was thin without the taut look of wiry people, and her printed voile dresses and flowered hats were as right for her as denim overalls for a farmer. She was our side's answer to the richest white woman in town.

2 Her skin was a rich black that would have peeled like a plum if snagged, but then no one would have thought of getting close enough to Mrs. Flowers to ruffle her dress, let alone snag her skin. She didn't encourage familiarity. She wore gloves too.

3 I don't think I ever saw Mrs. Flowers laugh, but she smiled often. A slow widening of her thin black lips to show even, small white teeth, then the slow effortless closing. When she chose to smile on me, I always wanted to thank her. The action was so graceful and inclusively benign.

4 She was one of the few gentlewomen I have ever known, and has remained throughout my life the measure of what a human being can be. [...]

5 One summer afternoon, sweet-milk fresh in my memory, she stopped at the Store to buy provisions. Another Negro woman of her health and age would have been expected to carry the paper sacks home in one hand, but Momma said, "Sister Flowers, I'll send Bailey up to your house with these things."

6 She smiled that slow dragging smile, "Thank you, Mrs. Henderson. I'd prefer Marguerite, though." My name was beautiful when she said it. "I've been meaning to talk to her, anyway." They gave each other age-group looks. [...]

7 There was a little path beside the rocky road, and Mrs. Flowers walked in front swinging her arms and picking her way over the stones.

8 She said, without turning her head, to me, "I hear you're doing very good schoolwork, Marguerite, but that it's all written. The teachers report that they have trouble getting you to talk in class." We passed the triangular farm on our left and the path widened to allow us to walk together. I hung back in the separate unasked and unanswerable questions.

GO ON TO THE NEXT PAGE.

9 “Come and walk along with me, Marguerite.” I couldn’t have refused even if I wanted to. She pronounced my name so nicely. Or more correctly, she spoke each word with such clarity that I was certain a foreigner who didn’t understand English could have understood her.

10 “Now no one is going to make you talk—possibly no one can. But bear in mind, language is man’s way of communicating with his fellow man and it is language alone which separates him from the lower animals.” That was a totally new idea to me, and I would need time to think about it.

11 “Your grandmother says you read a lot. Every chance you get. That’s good, but not good enough. Words mean more than what is set down on paper. It takes the human voice to infuse them with the shades of deeper meaning.”

12 I memorized the part about the human voice infusing words. It seemed so valid and poetic.

13 She said she was going to give me some books and that I not only must read them, I must read them aloud. She suggested that I try to make a sentence sound in as many different ways as possible.

14 “I’ll accept no excuse if you return a book to me that has been badly handled.” My imagination boggled at the punishment I would deserve if in fact I did abuse a book of Mrs. Flowers’s. Death would be too kind and brief.

15 The odors in the house surprised me. Somehow I had never connected Mrs. Flowers with food or eating or any other common experience of common people. There must have been an outhouse, too, but my mind never recorded it.

16 The sweet scent of vanilla had met us as she opened the door.

17 “I made tea cookies this morning. You see, I had planned to invite you for cookies and lemonade so we could have this little chat. The lemonade is in the icebox.”

18 It followed that Mrs. Flowers would have ice on an ordinary day, when most families in our town bought ice late on Saturdays only a few times during the summer to be used in the wooden ice cream freezers.

19 She took the bags from me and disappeared through the kitchen door. I looked around the room that I had never in my wildest fantasies imagined I would see. Browned photographs leered or threatened from the walls and the white, freshly done curtains pushed against themselves and against the wind. I wanted to gobble up the room entire and take it to Bailey, who would help me analyze and enjoy it.

Now, use the provided scratch paper to outline your response to the above prompt. Please note work completed on the scratch paper will not be scored.

Open-Ended Response Question:

In several well-developed paragraphs, determine a central idea of the excerpt from Maya Angelou’s I Know Why the Caged Bird Sings. Cite multiple pieces of strong and thorough textual evidence that support this central idea.

Lined writing area consisting of multiple horizontal lines.

TEST 2 MATH: 9.1 OPEN-ENDED RESPONSE TEST

Directions: Write answers clearly and legibly in the space provided. Cross out any errors you make; erased or crossed-out work will not be graded. Grades for duplicate solutions will be applied only for the lowest scoring one. Your work will be graded on the correctness of your methods as well as your answers. Answers without clear explanations or supporting work may not receive credit. Unless otherwise specified, answers do not need to be simplified.

For question 1, consider the following: Teddy and Nicole are both creating a budget for a class set of 29 textbooks. The cost of a single textbook is \$51. Since neither of them has a calculator, they use the mental math processes below to determine the cost of the class set.

Nicole's Mental Math	Teddy's Mental Math
30 textbooks at \$50 each would cost \$1,500.	30 textbooks at \$50 each would cost \$1,500.
So 29 textbooks at \$50 each would cost \$1,500-\$50.	So 29 textbooks at \$50 each would cost \$1,500-\$50.
Because the actual price of each textbook is \$51 and NOT \$50, I must add \$1 to my total.	Because the actual price of each textbook is \$51 and NOT \$50, I must add \$29 to my total.
So the total cost of the textbooks is \$1,500 - \$50 + \$1.	So the total cost of the textbooks is \$1,500 - \$50 + \$29.

1. Which student has the correct mental math process for finding the cost of the textbooks? Justify why one is correct in complete sentences.

GO ON TO THE NEXT PAGE.

For questions 2-4 about rational and irrational numbers, consider these real numbers:

$$\sqrt{5}, \frac{123}{55}, \frac{711\pi}{1000}, \frac{5591}{2500}$$

2a. Order the four real numbers from least to greatest in the form given.

2b. List the rational numbers and explain why they are rational.

3. If x is a rational number, and y is an irrational number, will $x + y$ result in a rational or irrational number? Provide an example with your written explanation.

4. Assume z is an irrational number. Can z^2 be rational? If so, provide an example. If not, explain why in complete sentences.

5. Sam starts to solve the following equation $\frac{7}{3}x = 42$ by first multiplying both sides of the equation by three. Finish solving the equation using Sam's method. Then explain why Sam's method is the same as multiplying by the reciprocal.

6. For the new equation $\frac{9}{5}x = y$, if x is a positive number, will the value of y always be larger than the value of x ? Explain.

**STOP! THIS IS THE END OF TEST 2.
DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.**

TEST 3 SCIENCE: 9.1 OPEN-ENDED RESPONSE TEST

DIRECTIONS: Answer the following questions using the information provided. Calculators may be used.

The heart rate of an organism can be affected by its environment. Depending on the type of organism, the organism's heart rate can be affected in different ways. Mammals, for example, have specific functions within their bodies to maintain a steady heart rate despite the environmental temperature. Insects, reptiles, and other non-mammals are affected more directly by the temperature of their surroundings. A group of students decided to conduct an experiment to test this scientific principal.

Students added equal volumes of water to four beakers and placed each beaker in a different water bath. Each student used a thermometer to maintain the water baths at the temperatures shown in Table 1. The students then added an equal number of water fleas, a type of insect, to each of their four beakers. The students used a timer to ensure the fleas were in the water for one hour, then used microscopes to determine the average heart rate of the water fleas. The procedure was repeated for a total of three trials at each temperature, and the results were averaged. The results are summarized in the data table below.



Figure 1: Flea.

Water Temperature (°C)	Average Water Flea Heart Rate (beats/minute)
35	280
25	205
15	119
5	20

1. Claim-Evidence-Reasoning (4 points)

Student A claims that flea heart rate is slower at lower temperatures. Determine if this student's claim is valid or invalid. Then, support your claim with two pieces of quantitative evidence. Finally, provide reasoning that links your quantitative evidence to your claim using a scientific principle from the text.

2. Quantitative Reasoning (2 points)

Student A noticed that the heart rate of the fleas was not changing by the same number of beats each time the water temperature changed. Between which two consecutive temperatures did the fleas' average heart rate change the most? Use comparative data to justify your answer.

3. Data Evaluation (2 points)

Student A performed three trials at each temperature. **Why** did Student A run three trials instead of stopping after the completion of one trial? **How** does the addition of trials impact experimental data?

4. Data Evaluation (3 points)

Another group in your class is designing a new experiment to test how salinity (amount of salt) affects the average water flea heart rate. To gather the data needed to answer this question, what **new** measuring tool would the student need to use? Explain why they would need this measuring tool.

Identify ONE variable from the previous experiment (the experiment which measure how salinity affects flea heart rate) that would need to be controlled in the experiment. Explain what could happen to your results if this variable is not controlled.

5. Scientific Inquiry (1 point)

The students in the class were asked to come up with a **different** experiment to test how an environmental factor affects flea heart rate. They **cannot** use temperature or salinity, since these factors have already been tested. Write a testable question that the students could use to further test flea heart rate.



NOBLE

OER Rubrics & Exemplars

9.1

READING & ENGLISH 9-10 OER RUBRIC

	MASTERY	PROFICIENT	DEVELOPING	NOT EVIDENT
	3	2	1	0
CLAIM	<ul style="list-style-type: none"> Introduces a clear and reasonable claim that reflects advanced understanding 	<ul style="list-style-type: none"> Introduces a clear and reasonable claim that reflects adequate student understanding 	<ul style="list-style-type: none"> Introduces a claim that reflects limited understanding 	<ul style="list-style-type: none"> Does not introduce a claim OR introduces a claim that reflects lack of student understanding
CONTENT	<ul style="list-style-type: none"> Cites strong and thorough textual evidence to support claim 	<ul style="list-style-type: none"> Cites adequate, relevant textual evidence to support claim 	<ul style="list-style-type: none"> Cites evidence that does not support claim 	<ul style="list-style-type: none"> Does not include textual evidence
DEVELOPMENT	<ul style="list-style-type: none"> Demonstrates how the evidence supports the claim with subtle inferences and advanced understanding 	<ul style="list-style-type: none"> Demonstrates how the evidence supports the claim with adequate inferences and understanding (may have logical lapses) 	<ul style="list-style-type: none"> Demonstrates how the evidence supports the claim with limited inferences and understanding (includes logical lapses) 	<ul style="list-style-type: none"> Does not demonstrate how the evidence supports the claim
ORGANIZATION	<ul style="list-style-type: none"> Organizes ideas and establishes clear relationships within paragraphs and the essay as whole 	<ul style="list-style-type: none"> Formulaically organizes ideas and establishes clear relationships within paragraphs and the essay as whole 	<ul style="list-style-type: none"> With some lapses in logic, organizes ideas and establishes relationships within paragraphs and the essay as whole 	<ul style="list-style-type: none"> Does not organize ideas or establish relationships within paragraphs and the essay as whole
LANGUAGE	<ul style="list-style-type: none"> Uses sophisticated language appropriate for audience and purpose (formal style and objective tone) Establishes writer’s voice 	<ul style="list-style-type: none"> Uses clear language appropriate for audience and purpose (formal style and objective tone) 	<ul style="list-style-type: none"> Uses simplistic language and inconsistently maintains a formal style and objective tone 	<ul style="list-style-type: none"> Informal, unclear language throughout writing
CONVENTIONS	<ul style="list-style-type: none"> Correctly uses complex conventions of usage and mechanics 	<ul style="list-style-type: none"> Minor errors in conventions of usage and mechanics OR consistent use of simplistic conventions 	<ul style="list-style-type: none"> Patterns of errors in conventions of usage and mechanics 	<ul style="list-style-type: none"> Multiple, consistent errors in conventions of usage and mechanics

9.1 READING & ENGLISH OER SAMPLE RESPONSES.

9.1 Open Ended Response Question: *In several well-developed paragraphs, determine the central idea of the excerpt from Maya Angelou’s I Know Why the Caged Bird Sings. Cite multiple pieces of strong and thorough textual evidence that support this central idea.*

Sample Exemplar:

In the excerpt from Maya Angelou’s “I Know Why the Caged Bird Sings,” one young girl’s life is forever changed after her experience with a generous, if intimidating woman. To the narrator, Marguerite, at first Mrs. Flowers seems distant, if not better than other people in the town of Stamps. Yet Mrs. Flowers surprises Marguerite by taking a genuine interest in her education and even teaching Marguerite how to break free from the shackles of the lower class.

Compared to the other black people in the town of Stamps, it is obvious that Mrs. Flowers is different, even superior, than the rest. Marguerite describes how Mrs. Flowers seems almost otherworldly: “She had the grace of control to appear warm in the coldest weather, and on the Arkansas summer days it seemed she had a private breeze which swirled around, cooling her.” To the narrator, it is as if Mrs. Flowers possesses superhuman powers, the ability to easily withstand life’s common annoyances. And later, when Marguerite has finally entered Mrs. Flowers’s house, she unexpectedly realizes that Mrs. Flowers does things that normal people do: “The odors in the house surprised me. Somehow I had never connected Mrs. Flowers with food or eating or any other common experience of common people. There must have been an outhouse, too.” Because of her separateness, Marguerite never considered that someone as sophisticated as Mrs. Flowers would do life’s more mundane things like buying food or eating or even using the bathroom.

Yet it is not only the young girl Marguerite who mentally separates Mrs. Flowers from the rest of the black people in Stamps. Adults, like Marguerite’s mother, recognize her superiority as well. When Mrs. Flowers is shopping at the town store, Marguerite’s mother offers her son’s assistance: “Sister Flowers, I’ll send Bailey up to your house with these things.” Although most black people in Stamps would be expected to carry their own things, Marguerite’s mother knows that Mrs. Flowers is different. For Marguerite’s mother, and others in the town, Mrs. Flowers represents an upper class, and she demands a certain level of respect that is not afforded to the average black townspeople.

Although Mrs. Flowers belongs to an upper class unfamiliar to most blacks in Stamps, she does take a genuine interest in the average member of the community. When she requests that Marguerite assist her in carrying the store goods instead of Bailey, Mrs. Flowers reveals her awareness: “I hear you’re doing very good schoolwork, Marguerite, but that it’s all written. The teachers report that they have trouble getting you to talk in class.” Mrs. Flowers has an intimate, not just a passing, knowledge of Marguerite’s academic performance. She knows both Marguerite’s strengths and weaknesses in terms of writing and speaking. Moreover, not only does Mrs. Flowers see Marguerite’s room for potential, she also encourages, even teaches Marguerite how to reach it: “Language is man’s way of communicating with his fellow man and it is language alone which separates him from the lower animals . . . Words mean more than what is set down on paper. It takes the human voice to infuse them with the shades of deeper meaning.” To Mrs. Flowers, Marguerite has untapped potential. Although her reading is worth praise, it is not enough in and of itself. With a bit of encouragement and further instruction, Mrs. Flowers plans to take Marguerite from the average student and transform her into something not unlike like herself: A black aristocrat.

While Mrs. Flowers stands socially separate from many blacks in the town of Stamps, she does not intentionally distance herself. She has a keen awareness of others in the town—like the narrator—and even guides them towards success. Mrs. Flowers realizes the potential in a girl like Marguerite, and doesn’t use her superiority to

stifle the narrator, but to bring her up in hopes that one day Marguerite, too, could meet the measure of what a human being can be.

Grading:

Claim: Mastery (3): The student clearly demonstrates that he comprehends the central idea of the excerpt and articulates it clearly: Mrs. Flowers is different and distant, but also interested in helping the townspeople.

Content: Mastery (3): The evidence describing Mrs. Flowers physically, but also her concern for the narrator, Marguerite.

Development: Mastery (3): The student uses the evidence to make inferences like “To the narrator, it is as if Mrs. Flowers possesses superhuman powers, the ability to easily withstand life’s common annoyances” and later when speaking of Marguerite’s performance in school, “Moreover, not only does Mrs. Flowers see Marguerite’s room for potential, she also encourages, even teaches Marguerite how to reach it.”

Organization: Mastery (3): The organization is logical and the argument builds on itself. The student begins by establishing Mrs. Flowers as different and separate from the rest of the black people in Stamps, but eventually adds to that assertion, showing how Mrs. Flowers is interested in Marguerite and willing to help her.

Language: Mastery (3): The student uses some sophisticated language throughout the essay: “and she demands a certain level of respect that is not afforded to the average black townsperson.”

Conventions: Mastery (3): He uses complex conventions and mechanics correctly, such as complex sentences beginning with a dependent clause: “Although her reading is worth praise, it is not enough in and of itself.”

Total: 18/18

9.1 MATH OER RUBRIC & SAMPLE RESPONSES

Q#	Standard	2 points	1 point	0
#1	MP 3: Construct viable arguments and critique the reasoning of others. 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.	<p>Student states that Teddy is correct and explains reasoning in complete sentences.</p> <p>OR</p> <p>Student states that Nicole is incorrect and explains reasoning in complete sentences.</p>	<p>Student states Teddy is correct and has math work to illustrate thinking; but student does not have a written explanation.</p> <p>OR</p> <p>Student states that Nicole is incorrect and has math work to illustrate thinking; but student does not have a written explanation.</p>	Student does not identify who has the correct method or has no answer.
		1 point	0.5 points	0
#2a	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., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	Ordered least to greatest in original form	Ordered greatest to least in original form	Student ordered the numbers wrong, or they are not in the given form (decimals)
		$\frac{711\pi}{1000}, \sqrt{5}, \frac{123}{55}, \frac{5591}{2500}$	$\frac{5591}{2500}, \frac{123}{55}, \sqrt{5}, \frac{711\pi}{1000}$	

	Standard	1 point	0.5 points	0
#2b	<p>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., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</p>	Identifies both rational numbers and explains why they are rational.	Identified both rational numbers with no explanation, or explanation of a rational number but no numbers identified.	Nothing written, incorrect response or identified only 1 rational number without an explanation
	<i>Tiered Responses (Samples)</i>	<p>Exemplar: The rational numbers are $\frac{123}{55}$ and $\frac{5591}{2500}$, because a rational number is a ratio of two integers whose decimals either repeat or terminates. $\frac{123}{55}$ has a decimal that repeats and $\frac{5591}{2500}$ has a decimal that terminates OR $\frac{123}{55}$ and $\frac{5591}{2500}$ are rational because there are written as the quotient of two integers/as a fraction.</p>	<p>The rational numbers are $\frac{123}{55}$ and $\frac{5591}{2500}$.</p> <p>OR</p> <p>Numbers are rational because they are written as the quotient of two integers/as a fraction and are repeating or terminating decimals.</p>	

Q#	Standard	2 points	1 point	0
3	N.RN.3: Explain why the sum, difference 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.	Student states that $x + y$ will always be irrational because the sum or difference of a rational and irrational number is irrational; a student provides an example.	Student states that it is always irrational but lacks the example or explanation OR student provides example with no explanation for why it is irrational.	Student answers incorrectly (rational) AND does not have example or explanation.
	<i>Tiered Responses (Samples)</i>	$x + y$ will be irrational because adding a rational number to an irrational number will not terminate the decimal or make it possible to be written as a fraction. Multiple answers acceptable: $8 + \pi =$ irrational because 11.314159265...	It will be irrational. OR $8 + \pi = 11.314159265...$	Rational. $8 + \pi = 11.14$
Q#	Standard	2 points	1 point	0
4	N.RN.3: Explain why the sum, difference 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.	Student states that yes it can be rational and provides an example squaring an irrational number that results in a rational solution.	Student states a correct example, but does not state that it is rational.	Student said not possible or lacks any work.
	<i>Tiered Responses (Samples)</i>	Yes, it is possible. Multiple answers accepted: $\sqrt{2}$ is irrational, and $\sqrt{2} \cdot \sqrt{2} = 2$. 2 is a rational number.	Example: $\sqrt{2} \cdot \sqrt{2} = 2$.	

Q#	Standard	2 points	1 point	0
5	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.	Student correctly solves the equation and explains why multiplying by the reciprocal is the same.	Student correctly solves with no explanation or an explanation that is not fully correct. OR student gives explanation but does not solve the equation.	Student does not solve the equation correctly and does not have an explanation for why multiplying by the reciprocal is the same.
	<i>Tiered Responses (Samples)</i>	$3 \cdot \frac{7}{3}x = 42 \cdot 3$ $\underline{7x = 126}$ $\frac{7}{7} \quad \frac{7}{7}$ $x = 18$ <p>This method is the same as multiplying by the reciprocal because Sam multiplied by the denominator (3) and divided by the numerator (7); when multiplying by the reciprocal, you multiply by the denominator and divide by the numerator because the fraction flips.</p>	$3 \cdot \frac{7}{3}x = 42 \cdot 3$ $\underline{7x = 126}$ $\frac{7}{7} \quad \frac{7}{7}$ $x = 18$ <p>OR</p> <p>This method is the same as multiplying by the reciprocal because Sam multiplied by the denominator (3) and divided by the numerator (7); when multiplying by the reciprocal, you multiply by the denominator and divide by the numerator because the fraction flips.</p>	Nothing.

	Standard	2 points	0 points	
6	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.	Student answers yes and explains that because $\frac{9}{5}$ is greater than 1, the product will also be greater than one-thus a positive number.	Incorrect answer OR Student has answer but no explanation.	
	<i>Tiered Response (Samples)</i>	Yes, it will be greater than x because $\frac{9}{5}$ is greater than a whole, and multiplying anything by a number larger than one will result in a larger product.		

9.1 SCIENCE OER RUBRIC

Science Practices	<p>2.3—The student can estimate numerically quantities that describe natural phenomena.</p> <p>3.1—The student can pose scientific questions.</p> <p>4.1—The student can justify the selection of the kind of data needed to answer a particular scientific question.</p> <p>6.1—The student can justify claims with evidence.</p>
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1. Claim-Evidence-Reasoning (4 points)

- **1 point for stating that claim is valid.**

- May include basic explanation but explanation is not necessary.
 - Not Acceptable: “Yes” or “No” without a complete statement.
 - Acceptable: “Yes, the student’s claim is valid.”

- **1 point for EACH piece of evidence (maximum of 2 points).**

- Refer to two data points from Table 1 that support the original claim OR the difference between two data points from Table 1.
 - Data must have accurate units.
 - Data points must include quantitative values, cannot broadly explain trends.

Possible pieces of evidence include:

- As temperature increases by 10°C from 5 to 35°C, heart rate increases by 79, 86 and 75 beats/minute, respectively. Approximately 80 beats/minute per 10°C
- At 5°C the heart rate is lowest at 20 beats/minute, and as temperature increases to 35°C the heart rate is the highest at 280 beats/minute.

- **1 point for providing reasoning that links evidence to the claim (1 max).**

- Student must support evidence with connection to the scientific principle in the text.
- Students should make a reasonable connection between claim and evidence using information from the text.

Possible reasoning includes:

- *Since fleas are insects and do not have internal mechanisms to control heart rate, the fleas’ average heart rate decreases with the temperature.*

OR

- *Fleas are more directly affected by environmental temperature because they cannot regulate their internal body temperatures like other organisms can.*

- ***Subtract 1/2 point for missing unit(s) for an otherwise correct answer.***

2. Quantitative Reasoning (2 points)

- **1 point for correct response: Between 5 and 15 °C.**

- Answer must include correct units to earn the point.

- **1 point for justification.**

- Between 5 and 15°C the average flea heart rate increased by 99 beats/minute, while the heart beats changed by less (75 and 86 beats/minute) between the other temperatures.
- Between 5 and 15°C the average flea heart rate increased by 99 beats/minute, which is 9 more beats/minute than the next highest data point.

▪ **Subtract 1/2 point for missing unit(s) for an otherwise correct answer.**

3. Data Evaluation (2 points)

• **1 point for explanation (Why)**

- **Students must capture the idea of:**
 - Increased reliability OR Increased Validity

Acceptable responses include, but are not limited to:

-
- *The students run three trials because if they mess up on one and they don't know, they might assume an incorrect conclusion, but if they do three trials, the students will be able to have more accurate data.*

Unacceptable responses include, but are not limited to: (Key words without explanation)

- *To increase validity.*
- *To demonstrate reliability.*

▪ **1 point for justification (How)**

- **Students must capture the idea that increasing trials improves data:**
 - Reduce outliers
 - Reduces chance for errors
 - Increases accuracy by creating an average
 - The more trials, the more you can demonstrate repeatability of experimental results

Acceptable responses include, but are not limited to:

- *They can get the average of the three trials, and that average will help take out errors that were made during individual trials.*

4. Data Evaluation (3 points)

• **1 point for a tool AND explanation.**

- Scale to measure the amount of salt for each container.
- Measuring spoon to measure the amount of salt for each container.
- **Subtract ½ point for missing explanation.**

• **1 point for a control, 1 point for correct explanation of that control (2 points max)**

Acceptable responses include, but are not limited to:

- *Temperature*
- *If temperature continues to change, then that may be the variable that is affecting the heart rate.*

5. Scientific Inquiry (1 point)

- **1 point for a scientifically valid question.**

A scientifically valid question:

- Could lead to the design of a testable experiment, and contains a clear IV and DV.
- Should not include an independent variable that has already been tested.
- Students **MUST** use “flea heart rate” as the dependent variable, as indicated by the question’s directions.

Acceptable responses include, but are not limited to: (must have flea heart rate as the DV)

- How does sunlight affect flea heart rate? Or what is the effect of sunlight on flea heart rate?
- How does pH affect flea heart rate? Or what is the effect of pH on flea heart rate?
- How does amount of food affect flea heart rate? Or what is the effect of amount of food on flea heart rate?
- How does flea size affect flea heart rate? Or what is the effect of flea size on flea heart rate?

Unacceptable responses include, but are not limited to: (may or may not have flea heart rate as the DV)

- How many types of water fleas have been discovered?
- What color are water fleas?
- Does the salinity of water affect fleas? (already tested).

9.1 SCIENCE OER SAMPLE RESPONSES

1. The student’s claim that flea heart rate is slower at lower temperatures is valid. As the water temperature decreases from 35 to 5 °C, the average flea heart rate also decreases from 280 to 20 beats/minute. Because fleas are insects, and lack the internal functions to control heart rate, the average flea heart rate changes as temperature changes. **[4 points]**
2. The largest change in flea heart rate occurred between 5 and 15°C. The average flea heart rate increased by 99 beats/minute between 5 and 15°C, while the heartbeats changed by less (75 and 86 beats/minute) between the 15 and 25°C and 25 and 30°C., respectively. **[2 points]**
3. The students performed the procedure for three trials instead of one because this allowed them to take the average of the three trials, which gave them more reliable data. If the students had only performed one trial, the flea heart beat might have not been typical. For instance, at 5°C, the flea heartbeat might have been 120 beats/minute. If the students had not performed two other trials, they might not have realized that this number is not correct, and that this particular flea was not like the average flea. **[2 points]**
4. The students would need to find a scale to precisely measure the amount of salt that would be put into each container to change the salinity. **[1 point]**

If students are going to change the amount of salt in the cup, one variable that should be controlled from the previous experiment is the temperature. Otherwise, even though students would be putting more salt in the cup, the temperature might still be causing the change in heart rate. **[2 points]**

5. How does pH affect flea heart rate?

How do pesticides in water affect flea heart rate?

What is the effect of location (in water or on land) on flea heart rate?

[1 point for any of the above]

			Test Map 10.1	
Item #	Correct Answer	Subject	CRS #	CRS
1.	C	English	WCH 502	Identify and correct ambiguous pronoun references.
2.	H	English	SST 601	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence
3.	A	English	SST 601	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence
4.	H	English	COU 602	Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject
5.	A	English	COP 603	Use an apostrophe to show possession, especially with irregular plural nouns.
6.	J	English	SST 601	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence
7.	C	English	WCH 502	Identify and correct ambiguous pronoun references.
8.	H	English	WCH 501	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.
9.	C	English	TOD 502	Delete material primarily because it disturbs the flow and development of a paragraph.
10.	G	English	COP 603	Use an apostrophe to show possession, especially with irregular plural nouns.
11.	B	English	WCH 502	Identify and correct ambiguous pronoun references.
12.	G	English	WCH 501	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.
13.	D	English	COU 301	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and
14.	J	English	WCH 502	Identify and correct ambiguous pronoun references.
15.	A	English	COU 702	Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb
16.	J	English	WCH 502	Identify and correct ambiguous pronoun references.
17.	B	English	SST 601	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence
18.	H	English	SST 601	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence
19.	A	English	WCH 502	Identify and correct ambiguous pronoun references.
20.	F	English	COU 301	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and
21.	D	English	TOD 502	Delete material primarily because it disturbs the flow and development of a paragraph.
22.	G	English	WCH 501	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.
23.	C	English	COP 603	Use an apostrophe to show possession, especially with irregular plural nouns.
24.	F	English	WCH 501	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.
25.	A	English	COU 702	Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb
26.	F	English	WCH 502	Identify and correct ambiguous pronoun references.
27.	C	English	COU 602	Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject
28.	G	English	COU 301	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and
29.	C	English	WCH 501	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.
30.	J	English	TOD 502	Delete material primarily because it disturbs the flow and development of a paragraph.
31.	A	English	COU 301	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and
32.	H.	English	COP 603	Use an apostrophe to show possession, especially with irregular plural nouns.
33.	A	English	SST 601	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence
34.	G	English	WCH 501	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.
35.	D	English	TOD 502	Delete material primarily because it disturbs the flow and development of a paragraph.
36.	J	English	SST 601	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence
37.	C	English	COU 702	Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb
38.	J	English	SST 601	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence
39.	D	English	COU 602	Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject
40.	G	English	COP 603	Use an apostrophe to show possession, especially with irregular plural nouns.
41.	B	English	SST 601	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence
42.	G	English	TOD 502	Delete material primarily because it disturbs the flow and development of a paragraph.
43.	B	English	WCH 502	Identify and correct ambiguous pronoun references.
44.	J	English	TOD 502	Delete material primarily because it disturbs the flow and development of a paragraph.
45.	C	English	COP 603	Use an apostrophe to show possession, especially with irregular plural nouns.
46.	F	English	COU 301	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and
47.	B	English	COU 602	Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject
48.	H	English	WCH 501	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.
49.	D	English	WCH 501	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.
50.	H	English	COU 702	Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb

Test Map 10.1

Item #	Correct Answer	Subject	CRS #	CRS
1	A	Math Geometry	PPF 301	Exhibit some knowledge of the angles associated with parallel lines
2	G	Math Geometry	GRE 504	Find the midpoint of a line segment
3	B	Math	GRE 502	Determine the slope of a line from points or equations
4	J	Math	GRE 604	Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point.
5	D	Math	XEI 703	Solve simple absolute value inequalities
6	K	Math	GRE 402	Comprehend the concept of length on the number line
7	D	Math Geometry	PPF 402	Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90, 180, and 360)
8	H	Math Geometry	MEA 301	Compute the perimeter of polygons when all side lengths are given
9	A	Math Geometry	MEA 201	Estimate or calculate the length of a line segment based on other lengths given on a geometric figure
10	F	Math	PPF 501	Use several angle properties to find an unknown angle measure
11	C	Math Geometry	MEA 301	Compute the perimeter of polygons when all side lengths are given
12	G	Math Geometry	GRE 504	Find the midpoint of a line segment
13	D	Math	GRE 502	Determine the slope of a line from points or equations
14	J	Math	GRE 604	Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point.
15	D	Math	MEA 302	Compute the area of rectangles when whole number dimensions are given.
16	G	Math	PPF 402	Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90, 180, and 360)
17	A	Math Geometry	PPF 301	Exhibit some knowledge of the angles associated with parallel lines
18	J	Math	EX3 604	Solve absolute value equations.
19	D	Math	GRE 503	Match linear graphs with their equations
20	G	Math	PPF 401	Find the measure of an angle using properties of parallel lines
21	C	Math	GRE 503	Match linear graphs with their equations
22	J	Math Geometry	PPF 501	Use several angle properties to find an unknown angle measure
23	B	Math	XEI 601	Manipulate expressions and equations
24	K	Math	XEI 602	Write expressions, equations, and inequalities for common algebra settings
25	E	Math Geometry	MEA 201	Estimate or calculate the length of a line segment based on other lengths given on a geometric figure
26	H	Math Geometry	PPF 401	Find the measure of an angle using properties of parallel lines
27	B	Math	XEI 601	Manipulate expressions and equations
28	G	Math Geometry	PPF 501	Use several angle properties to find an unknown angle measure
29	E	Math	XEI 703	Solve simple absolute value inequalities
30	F	Math	GRE 402	Comprehend the concept of length on the number line
31	C	Math	GRE 601	Interpret and use information from graphs in the coordinate plane
32	J	Math	GRE 402	Comprehend the concept of length on the number line
33	E	Math	XEI 703	Solve simple absolute value inequalities
34	J	Math	XEI 604	Solve absolute value equations.
35	C	Math	GRE 601	Interpret and use information from graphs in the coordinate plane
36	H	Math	XEI 602	Write expressions, equations, and inequalities for common algebra settings
37	B	Math	GRE 604	Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point.
38	F	Math	GRE 601	Interpret and use information from graphs in the coordinate plane
39	D	Math Geometry	MEA 302	Compare the area of rectangles from graphs in the coordinate plane
40	J	Math Geometry	PPF 501	Use several angle properties to find an unknown angle measure

Test Map 10.1

Item #	Correct Answer	Subject	CRS #	CRS
1	B	Reading	MID 602	Summarize events and ideas in virtually any passage.
2	G	Reading	MID 601	Infer the main idea or purpose of more challenging passages or <u>their paragraphs</u>
3	B	Reading	MID 601	Infer the main idea or purpose of more challenging passages or <u>their paragraphs</u>
4	J	Reading	SUP 502	Locate and interpret minor or subtly stated details in <u>uncomplicated passages.</u>
5	B	Reading	SUP 502	Locate and interpret minor or subtly stated details in <u>uncomplicated passages.</u>
6	H	Reading	MOW 501	Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages.
7	B	Reading	MOW 501	Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages.
8	H	Reading	GEN 502	Draw generalizations and conclusions about people, ideas, and so on in <u>more challenging passages.</u>
9	B	Reading	SUP 502	Locate and interpret minor or subtly stated details in <u>uncomplicated passages.</u>
10	G	Reading	MOW 502	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in <u>more challenging passages.</u>
11	D	Reading	GEN 502	Draw generalizations and conclusions about people, ideas, and so on in <u>more challenging passages.</u>
12	H	Reading	MOW 502	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in <u>more challenging passages.</u>
13	A	Reading	SUP 501	Locate important details in more challenging passages.
14	F	Reading	SUP 501	Locate important details in more challenging passages.
15	A	Reading	MID 502	Infer the main idea or purpose of straightforward paragraphs in <u>more challenging passages.</u>
16	F	Reading	MID 501	Identify a clear main idea or purpose of any paragraph or <u>paragraphs in uncomplicated passages.</u>
17	A	Reading	MID 501	Identify a clear main idea or purpose of any paragraph or <u>paragraphs in uncomplicated passages.</u>
18	J	Reading	MID 602	Summarize events and ideas in virtually any passage.
19	A	Reading	MID 601	Infer the main idea or purpose of more challenging passages or <u>their paragraphs</u>
20	G	Reading	SUP 601	Locate and interpret minor or subtly stated details in <u>more challenging passages.</u>
21	B	Reading	SUP 601	Locate and interpret minor or subtly stated details in <u>more challenging passages.</u>
22	H	Reading	MOW 601	Determine the appropriate meaning of words, phrases, or <u>statement from figurative or somewhat technical contexts</u>
23	A	Reading	MOW 601	Determine the appropriate meaning of words, phrases, or <u>statement from figurative or somewhat technical contexts</u>
24	J	Reading	MID 502	Infer the main idea or purpose of straightforward paragraphs in <u>more challenging passages.</u>
25	C	Reading	SUP 601	Locate and interpret minor or subtly stated details in <u>more challenging passages.</u>

Test Map 10.1

Item #	Correct Answer	Subject	CRS #	CRS
1	B	Science	IOD 504	Determine how the value of one variable changes as the value of another variable changes in a complex data presentation
2	H	Science	EMI 503	Identify strengths and weaknesses in one or more models
3	B	Science	IOD 504	Determine how the value of one variable changes as the value of another variable changes in a complex data presentation
4	G	Science	IOD 403	Translate information into a table, graph, or diagram
5	B	Science	SIN 601	Determine the hypothesis for an experiment
6	J	Science	SIN 601	Determine the hypothesis for an experiment
7	B	Science	EMI 501	Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.
8	G	Science	IOD 501	Compared or combine data from two or more simple data presentations.
9	A	Science	IOD 501	Compared or combine data from two or more simple data presentations.
10	J	Science	IOD 501	Compared or combine data from two or more simple data presentations.
11	A	Science	IOD 501	Compared or combine data from two or more simple data presentations.
12	G	Science	EMI 501	Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.
13	B	Science	EMI 501	Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.
14	H	Science	EMI 505	Determine which models are supported or weakened by new information
15	A	Science	EMI 505	Determine which models are supported or weakened by new information
16	G	Science	EMI 505	Determine which models are supported or weakened by new information
17	C	Science	EMI 503	Identify strengths and weaknesses in one or more models
18	G	Science	EMI 503	Identify strengths and weaknesses in one or more models
19	D	Science	IOD 504	Determine how the value of one variable changes as the value of another variable changes in a complex data presentation
20	J	Science	IOD 502	Compare or combine data from a complex data presentation
21	D	Science	IOD 502	Compare or combine data from a complex data presentation
22	J	Science	SIN 601	Determine the hypothesis for an experiment
23	A	Science	IOD 403	Translate information into a table, graph, or diagram
24	H	Science	SIN 504	Determine the experimental conditions that would produce specified results
25	B	Science	IOD 502	Compare or combine data from a complex data presentation
26	H	Science	SIN 504	Determine the experimental conditions that would produce specified results
27	B	Science	SIN 504	Determine the experimental conditions that would produce specified results
28	J	Science	IOD 502	Compare or combine data from a complex data presentation
29	B	Science	IOD 403	Translate information into a table, graph, or diagram
30	F	Science	IOD 403	Translate information into a table, graph, or diagram



NOBLE

Multiple Choice Interim Assessment 10.1

Please Do Not Open Booklet Until Told to Do So

Noble Efforts Change Lives. Be Noble.

TEST 1: ENGLISH TEST
30 Minutes—50 Questions

DIRECTIONS: In this test, you will read four passages. In each passage, you will see words or phrases that are underlined and numbered. In the right hand column, you will see some alternative options. For each question, pick the answer that is most appropriate for standard written English or is most consistent with the tone and style of the passage as a whole. If you feel that no change is needed to the original version, choose “NO CHANGE.”

Once you have picked the option you feel is best, fill in the corresponding circle on your answer sheet.

Read each passage completely before you begin answering any questions regarding it. You cannot determine most answers without reading several sentences before and after the question.

PASSAGE I

Text adapted from *Man’s Rights* by Annie Denton Cridge

Man’s Rights

Last night, I had a dream that may

have a meaning. I stood on a high hill that

overlooked a large city. In it, I saw

proud spires of many churches rising high

around the houses and other buildings.

There were beautiful, sloping hills they were

stretching away into the distance while a broad river

wound here and there, kindly extending an arm

toward the city.

As I stood there, wondering about the city, its

name, and the character of its inhabitants,

all at once, I found myself in the city’s center.

I darted from house to house. The respective

duties of man and woman were reversed.

1. **A.** NO CHANGE
B. there,
C. the dream,
D. this,

2. **F.** NO CHANGE
G. sloping hills, they
H. sloping hills, and they
J. sloping hills and they

3. Which of the following alternatives to the underlined portions would NOT be acceptable?
- A.** house, the respective
B. house, and the respective
C. house, finding the respective
D. house; surprisingly, the respective

GO ON TO THE NEXT PAGE.

There was,⁴ in every household, men in aprons taking charge of the affairs of the kitchen. I thought that those gentlemen-housekeepers' faces looked very pale and somewhat nervous. On further inspection, I witnessed additional evidence of this weary battling with the cares of the household, which were anxiety, unrest, and a constant feeling of unpleasant expectancy.

I found, too, that not only was the kitchen considered men's⁵ work but also the nursery. In fact, all the housework was directed and done by men. As I scurried⁶ from house to house, from kitchen to kitchen, from nursery to nursery, I felt pity for them.⁷

In one house, I saw a man rise in the morning, before dawn, light the fire, and begin to prepare the breakfast, his face pale and haggard [8]. In his spirit was a constant fear that the baby would wake. Fear tends to overtake life.⁹ Very soon, I heard the babies¹⁰ sharp cry. Away ran the poor father, leaving the breakfast preparation to another man, soon returning with the baby in his arms, while he¹¹ raked the fire, fried the meat, and set the table for breakfast.

4. F. NO CHANGE
G. been
H. were
J. has been

5. A. NO CHANGE
B. mens
C. mens'
D. mans'

6. Which of the following alternatives to the underlined portion would NOT be acceptable?

- F. Scurrying
G. When I scurried
H. While I scurried
J. I scurried

7. A. NO CHANGE
B. these houses.
C. these men.
D. those women.

8. Which of the following words or phrases from the preceding sentence is LEAST necessary and could therefore be deleted?

- F. In one house
G. rise
H. in the morning,
J. light the fire,

9. A. NO CHANGE
B. His fear was unnecessary.
C. His ears pricked up to hear for any weeping.
D. OMIT underlined portion

10. F. NO CHANGE
G. baby's
H. babies'
J. babys

11. A. NO CHANGE
B. the other man
C. the poor man
D. the baby

GO ON TO THE NEXT PAGE.

When all was ready, down came two or three unwashed children, who needed to be attended to and cared for.¹² When all this was done, I observed that the poor gentleman's appetite was gone. Pale and nervous, he sat down in the rocking-chair and held the baby in his arms. What greatly astonished me was to see how quiet¹³ the wife of the house drank her coffee and read the morning paper; she, oblivious to his¹⁴ trials, which he endured silently, was¹⁵ eerily calm.

12. F. NO CHANGE
G. attended to
H. taken care of and attended to
J. looked after and cared for
13. A. NO CHANGE
B. quieter
C. quite
D. quietly
14. F. NO CHANGE
G. her baby's
H. their
J. her husband's
15. A. NO CHANGE
B. were
C. is
D. having been

PASSAGE II

Text adapted from *Capital Punishment* by Clarence Darrow

Capital Punishment

The question of capital punishment has been the subject of endless discussion. The debate will probably never be settled as long as men believe in this.¹⁶ Some states have abolished and then reinstated it, others¹⁷ have implemented capital punishment for long periods of time. Finally, some have prohibited the use of it.

16. F. NO CHANGE
G. men
H. that
J. punishment
17. A. NO CHANGE
B. it, and others
C. it; however others
D. it and others

GO ON TO THE NEXT PAGE.

A state may offer life imprisonment in place of death. Then, some especially terrible murder may occur and be fully exploited by the media public¹⁸ sentiment will be enraged. The public realizes that, if other men had been put to death for murder and shown as an example, the victim¹⁹ would not have been killed. This realization leads to anger; bitter hatred will be brought against the accused. A legislature meets before the hatred has had time to cool, and the law is changed: capital punishment is reinstated.

In²⁰ another case, a state may use capital punishment, and nothing significant happens. Then, a deep-seated doubt may arise as to the guilt of a man who has been put to death. People begin to question the ethics of the law. A noticeable gap²¹ exists between ethics and the law in many countries.²¹ Therefore, the law is changed. Nothing has been found out; no question has been settled; science has made no contribution. The only difference is that the public has changed its mind or, speaking more correctly, has had another emotion and passed another law. In short, the controversy over capital punishment has been based on emotion. Which decision is the more righteous, the decision where hatred and fear affect the judgment and punishment or the decision where these emotions have spent their force?

18. F. NO CHANGE
G. media, public
H. media, so public
J. media. So public

19. A. NO CHANGE
B. he
C. the murderer
D. people

20. F. NO CHANGE
G. Of
H. Over
J. To

21. A. NO CHANGE
B. Ethics refers to the idea of denoting what is right and what is wrong.
C. Laws can be amended by Congress.
D. OMIT the underlined portion.

GO ON TO THE NEXT PAGE.

Those who support capital punishment appear ashamed of the practice for which they are responsible. Instead of urging public executions, the most advanced proponents who believe in killing by the state are now saying that even the media should not publish the details of the killings²² and murders, and the executions should be done in darkness and silence. In that event, no one would be deterred by the cruelty of the state. That capital punishment is horrible and cruel is the reason for its existence. That men should be taught not to take the live's²³ of others is the goal of judicial killings. However, the show and spectacle of the state taking life must tend to cheapen the idea that nobody should take the life of another [24]. Constant exposure and familiarity to a heinous act tend²⁵ to lessen the shock of any act, however revolting. Citizens²⁶ could begin to regard the murderer, who acted from some reasonable cause, as not being responsible for his actions. If so, would they say he should be put to death?

22. F. NO CHANGE
 G. of the murders,
 H. of the facts of the murders,
 J. of the murder facts,
23. A. NO CHANGE
 B. lifes
 C. lives
 D. lives'
24. Which of the following words or phrases from the preceding sentence is LEAST necessary and could therefore be deleted?
 F. show and
 G. of the state
 H. the idea
 J. of another
25. A. NO CHANGE
 B. tends
 C. is tending
 D. are tending
26. F. NO CHANGE
 G. Murder victims
 H. Crimes
 J. Murderers

GO ON TO THE NEXT PAGE.

PASSAGE III

Text adapted from *The American Garden* by George Washington Cable

The American Garden

Almost everyone who adheres to true

American values, ideals propagated by our founding fathers, aspiring to attain all the finer things in life.

Particularly, it is our theory that a man

should plan to give to his house all the comforts that are associated with life. However, we have neglected the art to gardening.

Our many cities' architects and engineers design houses, landscapes, sky-scrapers, and all manner of public works. We have the professional gardener and the florist, and they create parks, shaded boulevards, and riverside drives.

Under private ownership, we have a multitude of rectangular lawns that are extremely bare and nothing hardly planted at times. We have millions who "love flowers." Where are our home-gardens and home-gardeners?

Landscaping is often difficult, and homeowners do not realize the amount of time or effort it takes to keep a proper garden. Houses will never look like homes, never look really human and welcoming, that is, until they have gardens befitting them. A garden that is worthy of the house around which it is set is the smile of the place.

27. A. NO CHANGE
B. aspire
C. aspires
D. have aspired

28. F. NO CHANGE
G. art of
H. art about
J. art on

29. A. NO CHANGE
B. and nothing planted.
C. at times.
D. that are empty at times.

30. F. NO CHANGE
G. Those fortunate enough to employ gardeners are able to display beautiful landscapes year round.
H. A number of homes would prefer manicured lawns instead of ornate gardens.
J. OMIT the underlined portion.

31. A. NO CHANGE
B. worthily
C. worth
D. worthwhile

GO ON TO THE NEXT PAGE.

Peoples private gardens should never be so far
32
 removed from a state of nature as their houses are.
 The garden's main function should be to delight its
 house's residents and to inspire their happiest
33
 moods. Therefore, no garden of a private nature
 should cost, nor look as if it cost, an excess of too
 much money, time, or toil [34]. Also, the garden
 should never seem to cost, in its first making or in
 its daily keeping, so much pain as to lack a garden's
 main purpose: tranquility. Tranquility will brighten
35
up the home-owner's day.
35

"Formal" gardening seems hardly the sort to
 recommend. Around the extravagant homes of
 wealthy people, formal gardens may be enchanting.
 There, they appear quite in place; their attractive
36
 artificiality is still closer to nature than the stately
 homes they surround. For less-costly homes, they
 cost too much. They are expensive at first outlay,
 and they demand the greatest care and the
 highest skill. Fitting gardens into our ordinary
 American life is not possible unless they are handed
 over to a gardener. A garden's true value, serving
 the purposes of tranquility and escape, are then
37
 betrayed as it becomes a "gardener's garden."

32. F. NO CHANGE
 G. Peoples'
 H. People's
 J. People
33. A. NO CHANGE
 B. residents, and to inspire
 C. residents. To inspire
 D. residents and, to inspire
34. Which of the following words or phrases
 from the preceding sentence is LEAST
 necessary and could therefore be deleted?
- F. too
 G. too much
 H. money,
 J. time, or toil
35. A. NO CHANGE
 B. As we all know, tranquility is essential.
 C. Tranquility will make home-ownership
 worthwhile.
 D. OMIT the underlined portion.
36. Which of the following alternatives to the
 underline portion would NOT be
 acceptable?
- F. quite in place because their
 G. quite in place. Their
 H. quite in place, for their
 J. quite in place, their
37. A. NO CHANGE
 B. being
 C. is
 D. have been

GO ON TO THE NEXT PAGE.

PASSAGE IVText adapted from *Jane Eyre* by Charlotte Bronte**Excerpt from “Jane Eyre”**

Mr. Rochester, as he sat in his damask-covered chair, looked different from how I had seen him before. His face was not quite so stern and he³⁸ appeared much less gloomy. There being³⁹ a smile on this gentlemans’⁴⁰ face, and his eyes sparkled. Maybe it was the wine;⁴¹ I am not sure, but I think it very probable. He was in his after-dinner mood, so he was expanded and genial and also more self-indulgent than his frigid temper of the morning. Still, he looked preciously grim, cushioning his massive head against his chair’s swelling back, receiving the light of the fire on his granite-hewn features. A fire can offer tranquility after a long⁴² evening.⁴² His great, dark eyes, reminding me of a softness, at least offered a feeling of relief.

He had been looking two minutes at the fire in the fireplace below the gilded mirror, and I had been looking at him when, turning suddenly, he caught my gaze fastened upon it.⁴³

"You are looking at me, Miss Eyre," said he.

"Do you find me handsome?"

38. F. NO CHANGE
G. quite, so stern and he
H. quite so stern; and he
J. quite so stern, and he
39. A. NO CHANGE
B. were
C. be
D. was
40. F. NO CHANGE
G. gentleman’s
H. gentlemen
J. gentlemen’s
41. Which of the following alternatives to the underlined portion would NOT be acceptable?
A. Perhaps it was the wine;
B. If it was the wine;
C. It could have been the wine;
D. Was it the wine?
42. F. NO CHANGE
G. His prominent nose cast a dark shadow across his stark cheek.
H. A fire can bring out the features of one’s face in stark detail.
J. OMIT the underlined portion.
43. A. NO CHANGE
B. his face.
C. that.
D. the mirror.

GO ON TO THE NEXT PAGE.

Handsome has become a somewhat outdated
44
 descriptor, and new adjectives like “hot” and
44
“good-looking” have taken its place. I should, if I
44
 had deliberated, have replied to this question by
 something conventionally vague and polite, but the
 answer somehow slipped from my tongue before I
 was aware: "No, sir."

"Ah! By my word! There is something singular
 about you," he said. "You are quaint, quiet, grave,
 and simple as you sit with your hands before you,
 and your eyes' generally bent on the carpet (except,
45
 by-the-bye, when they are directed piercingly to my
46
 face, as just now, for instance). When one asks
 you a question, or are making a remark to which
47
 you are obliged to reply, you rap out a response,
 which, if not blunt, is at least sudden and altogether
48
abrupt in reply. What do you mean by it?"
48

"Sir, I was too plain. I beg your pardon. I
 ought to have replied that it is not easy to give an
 answer to a question about appearances, or the way
49
others look, that opinions mostly differ, and that
49
 beauty is of little significance or something of that
 sort."

44. F. NO CHANGE
 G. When a woman finds a man attractive, her pupils dilate.
 H. It is better to politely tell the truth, regardless of how difficult it may be, rather than be caught lying.
 J. OMIT the underlined portion.

45. A. NO CHANGE
 B. eye's
 C. eyes
 D. eye

46. F. NO CHANGE
 G. piercing
 H. too piercing
 J. pierce

47. A. NO CHANGE
 B. makes
 C. have made
 D. make

48. F. NO CHANGE
 G. sudden in reply.
 H. sudden.
 J. abruptly sudden in reply.

49. A. NO CHANGE
 B. or attractiveness,
 C. or other people's beauty,
 D. OMIT the underlined portion

GO ON TO THE NEXT PAGE.

"You ought to have replied no such thing.

Beauty of little consequence? Therefore, you,
under pretense of softening the previous outrage, is
sticking a penknife under my ear! Go on: what
fault do you find with me, pray? I suppose I have
all my limbs and all my features like any other
man."

"Mr. Rochester, allow me to disown my first
answer. I intended no pointed repartee. It's a
blunder."

50. F. NO CHANGE
G. has stuck
H. stick
J. sticks

END OF TEST 1
STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

TEST 2: MATH TEST
40 Minutes—40 Questions

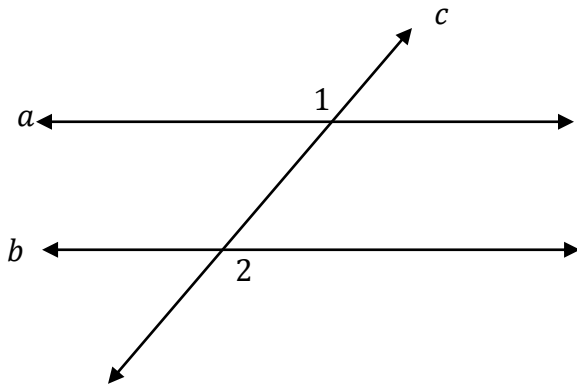
DIRECTIONS: In this test you are to solve each problem, choose the correct answer and fill in the corresponding circle on your answer sheet. Try to avoid spending too much time on any one problem. You want to solve the ones you can quickly; then come back to the others in the time remaining.

You are allowed to use a calculator for this test; but, some problems may be best done without using the calculator. You may do your figuring on the right side of each page.

Also, please note that unless the problem indicates it, you can assume the following:

- Geometric figures lie in a plane
 - Illustrative figures are not drawn to scale
 - The word *line* means a straight line
 - The word average indicates arithmetic mean
-

1. In the figure below, lines a and b are parallel and they are intersected by line c . Which of the following must be true of the relationship between $\angle 1$ and $\angle 2$?



- A. $m\angle 1 = m\angle 2$
 - B. $m\angle 1 > m\angle 2$
 - C. $m\angle 2 < m\angle 1$
 - D. $m\angle 1 + m\angle 2 = 90^\circ$
 - E. $m\angle 1 + m\angle 2 = 180^\circ$
2. On a real number line, the coordinate of point S is -16 and the coordinate of point T is -8 . What is the coordinate of the midpoint of \overline{ST} ?
- F. -24
 - G. -12
 - H. -10
 - J. -8
 - K. -4

DO YOUR FIGURING HERE

GO ON TO THE NEXT PAGE.

3. Which of the following equations represents the line with the greatest slope?
- A. $y = 2x + 11$
 - B. $y = 4x - 2$
 - C. $2y = 6x + 2$
 - D. $5y = 10x - 4$
 - E. $24y + 12x = 6$
4. In the standard (x, y) coordinate plane which equation represents the line through the point $(6, 1)$ and perpendicular to the line with the equation $y = \frac{3}{2}x + 1$?
- F. $y = -\frac{3}{2}x - 8$
 - G. $y = -\frac{2}{3}x - 3$
 - H. $y = -\frac{2}{3}x + 1$
 - J. $y = -\frac{2}{3}x + 5$
 - K. $y = -\frac{3}{2}x + 10$
5. Which of the following identifies all the values of x that satisfy the inequality $|x + 4| < 10$?
- A. $x > -14$
 - B. $x < 6$
 - C. $-6 < x < 6$
 - D. $-14 < x < 6$
 - E. $x < -14$ or $x > 6$
6. On a real number line, what is the distance in coordinate units between points M and N if point M has coordinate 9 and point N has coordinate -5 ?
- F. -14
 - G. -4
 - H. 4
 - J. 7
 - K. 14

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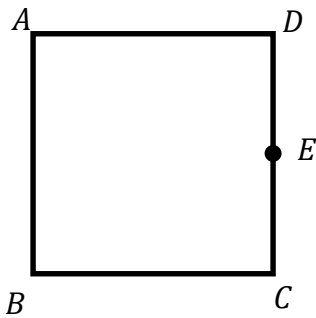
7. Angles 1 and 2 are supplementary angles. The $m\angle 1 = 3x^\circ$ and $m\angle 2 = 6x^\circ$. What is the measure of the smaller angle?

A. 9°
B. 20°
C. 30°
D. 60°
E. 120°

8. The width of a rectangle is one third of its length. If the length is 12 cm, what is the perimeter (in centimeters) of the rectangle?

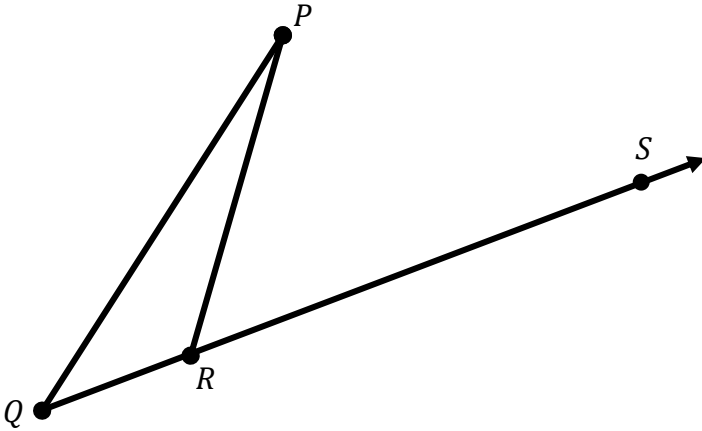
F. 16 cm
G. 28 cm
H. 32 cm
J. 36 cm
K. 96 cm

9. In square $ABCD$, \overline{AD} is 8 inches long. If E is the midpoint of \overline{CD} , how many inches long is \overline{DE} ?

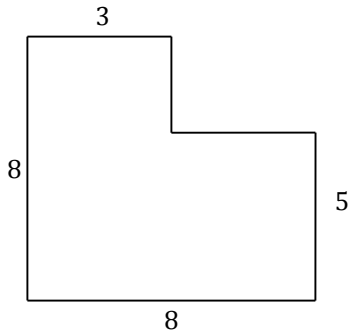


A. 4
B. 6
C. 8
D. 16
E. 32

10. In the figure below, Q , R , and S are collinear. If the measure of $\angle PQR$ is 32° and the measure of $\angle PRS$ is 56° , what is the measure of $\angle QPR$?



- F. 24°
 - G. 32°
 - H. 56°
 - J. 88°
 - K. 124°
11. In the figure below, all angles are right angles, and dimensions are in meters. What is the perimeter of the figure?



- A. 24 meters
- B. 27 meters
- C. 32 meters
- D. 49 meters
- E. 64 meters

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12. Opposite vertices of a rectangle in the standard (x, y) coordinate plane have coordinates $(6, 38)$ and $(18, 8)$, respectively. What are the coordinates of the center of this rectangle?

- F. $(12, -30)$
- G. $(12, 23)$
- H. $(22, 13)$
- J. $(24, 26)$
- K. $(24, 46)$

13. To check the slope of a ramp, a building inspector places an overlay of the standard (x, y) coordinate plane on the construction blueprint so that the x -axis aligns with the horizontal axis on the blueprint. The line segment representing the side view of the ramp goes through the points $(1, -3)$ and $(14, 2)$. What is the slope of the planned ramp?

- A. $-\frac{1}{13}$
- B. $-\frac{1}{15}$
- C. $\frac{1}{3}$
- D. $\frac{5}{13}$
- E. $\frac{13}{5}$

14. In the standard (x, y) coordinate plane, which of the following lines goes through the point $(0, 3)$ and is parallel to the line given by equation $y = 2x + 1$?

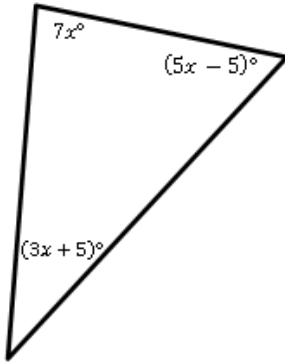
- F. $y = -\frac{1}{2}x - 3$
- G. $y = -\frac{1}{2}x + 3$
- H. $y = 2x + 1$
- J. $y = 2x + 3$
- K. $y = 2x - 3$

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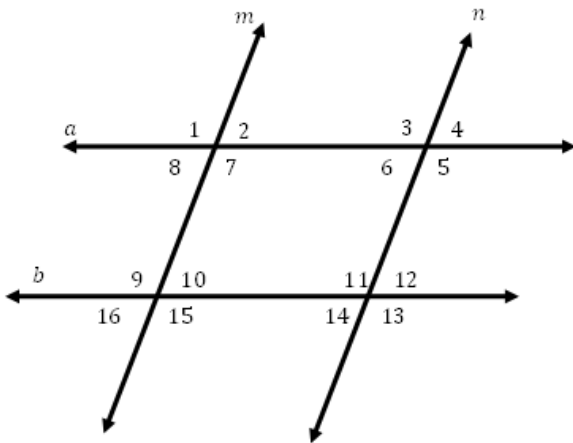
15. Ashley is preparing to paint one wall of the school gym. If the gym wall is 78 feet long and 36 feet tall, how many square feet is she going to paint?

- A. 114
- B. 228
- C. 1,296
- D. 2,808
- E. 6,084

16. Using the figure below, find the value of x . Round to the nearest tenth, if necessary.



- F. 11.3
 - G. 12.0
 - H. 15.0
 - J. 24.0
 - K. Cannot be determined from the given information.
17. If $\angle 4 \cong \angle 12$, then which pairs of lines, if any, *must* be parallel?



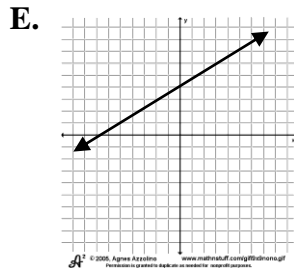
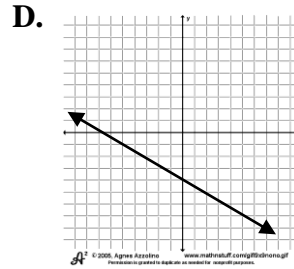
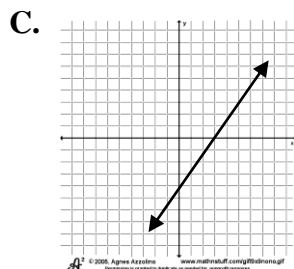
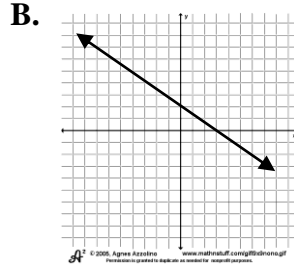
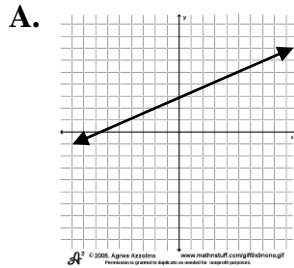
- A. $a \parallel b$ only
- B. $m \parallel n$ only
- C. $a \parallel n$ only
- D. $a \parallel b$ and $m \parallel n$
- E. No lines must be parallel

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18. What is the solution set to $|2x - 3| = 9$?

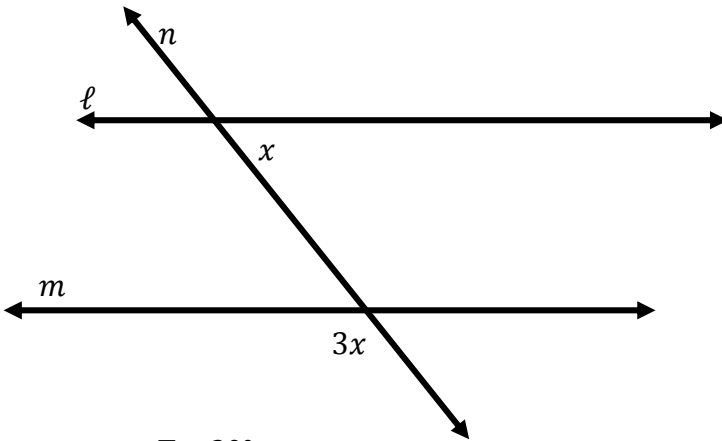
- F. $\{-3\}$
- G. $\{-3, 3\}$
- H. $\{6\}$
- J. $\{-3, 6\}$
- K. $\{-6, 6\}$

19. Which of the following graphs in the standard (x, y) coordinate plane represents the equation $-12 - 3y = 2x$?



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20. In the figure below, parallel lines ℓ and m are intersected by line n . What is the value of x ?

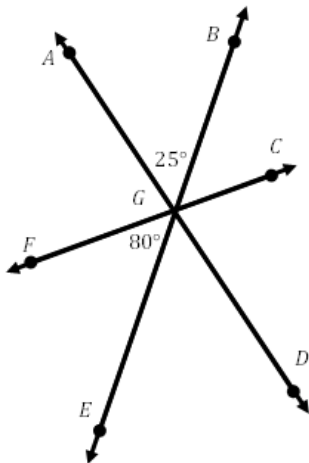


- F. 30°
 G. 45°
 H. 60°
 J. 70°
 K. 75°
21. A line includes the points $(2, 3)$ and $(3, 6)$. What is the equation of the line?

- A. $y = \frac{1}{3}x + 5$
 B. $y = -3x + 9$
 C. $y = 3x - 3$
 D. $y = -3x - 7$
 E. $y = 3x + 3$

22. In the figure below, \overline{AD} , \overline{BE} , and \overline{CF} all intersect at point G with angle measures as marked.

What is the measure of $\angle AGC$?



- F. 55°
 G. 75°
 H. 80°
 J. 105°
 K. 115°

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23. The formula for converting degrees Fahrenheit to

degrees Celsius is as follows: $C = \frac{5}{9}(F - 32)$

where C equals degrees Celsius and F equals degrees Fahrenheit. Which of the following is the formula for converting degrees Celsius to degrees Fahrenheit?

A. $F = \frac{9}{5}C - 32$

B. $F = \frac{9}{5}C + 32$

C. $F = \frac{5}{9}(C + 32)$

D. $F = \frac{9}{5}(C + 32)$

E. $F = \frac{5}{9}(C - 32)$

24. Given the statement “three consecutive numbers sum to 81,” which of the following equations could be used to solve for the smallest of the integers?

F. $3a = 81$

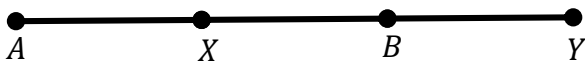
G. $a + 1 = 81$

H. $3a + 1 = 81$

J. $a + 3 = 81$

K. $3a + 3 = 81$

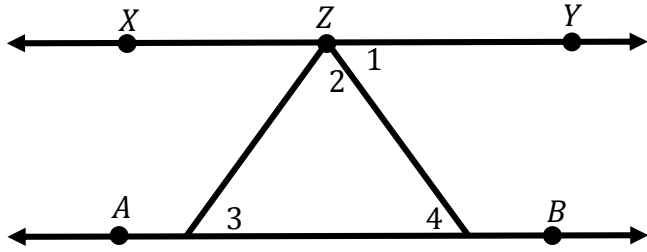
25. If $AY = 20$, $BY = 8$, and X is the midpoint of \overline{AB} , what is the measure of \overline{AX} ?



- A. 16
 B. 12
 C. 8
 D. 7
 E. 6

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26. In the figure below, Z is a point on \overline{XY} and $\overline{AB} \parallel \overline{XY}$. Which of the following angle congruencies must be true?

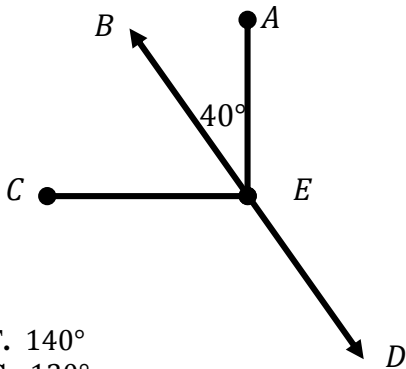


- F. $\angle 1 \cong \angle 2$
- G. $\angle 1 \cong \angle 3$
- H. $\angle 1 \cong \angle 4$
- J. $\angle 2 \cong \angle 4$
- K. $\angle 3 \cong \angle 4$

27. Solve the following equation $z = 3xy^2 + 2$ in terms of x :

- A. $x = \frac{2z}{3y^2}$
- B. $x = \frac{z-2}{3y^2}$
- C. $x = \frac{z+2}{3y^2}$
- D. $x = \frac{z}{2} - 3y^2$
- E. $x = \sqrt{\frac{z-2}{3y^2}}$

28. In the figure below $m\angle AEB = 40^\circ$ and $\angle AEC$ is a right angle. If \overline{BD} is a straight line that travels through E , what is $m\angle CED$?



- F. 140°
- G. 130°
- H. 120°
- J. 115°
- K. 50°

29. Yvonne is thinking of a number greater than 3 and less than 13. Which of the following absolute value inequalities represents this scenario?

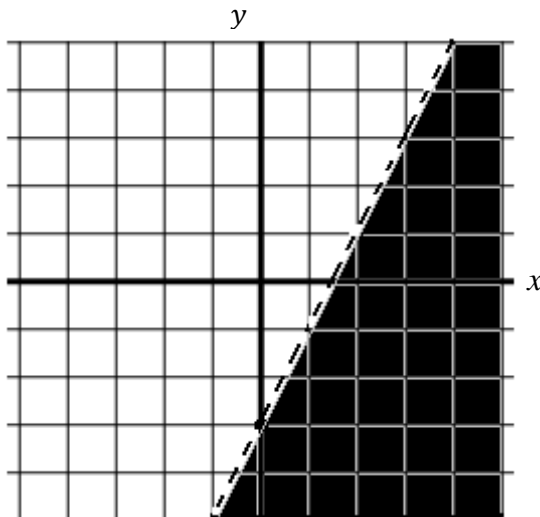
- A. $|x - 3| \leq 13$
- B. $|x - 13| < 3$
- C. $|x - 5| \leq 8$
- D. $|x - 5| < 8$
- E. $|x - 8| < 5$

30. From its initial location on a number line, you move a marker along the line 4 units to the right, then 12 units to the left, then right 5 units, and finally left 7 units. What is the net change in the marker's position from its initial location?

- F. Left 10 units
- G. Left 14 units
- H. Left 28 units
- J. Right 10 units
- K. Right 28 units

31. Consider the linear inequality with solution region represented by the shaded area on the graph below. Which of the following point(s) satisfy this inequality?

- I. (1,1)
- II. (2,1)
- III. (3,1)



- A. I only
- B. II only
- C. III only
- D. I and II only
- E. II and III only

32. On a number line, point A is located at -13 , B is located at 4 , and C is located at 10 . How many units longer is \overline{AB} than \overline{BC} ?

F. 3
G. 6
H. 7
J. 11
K. 17

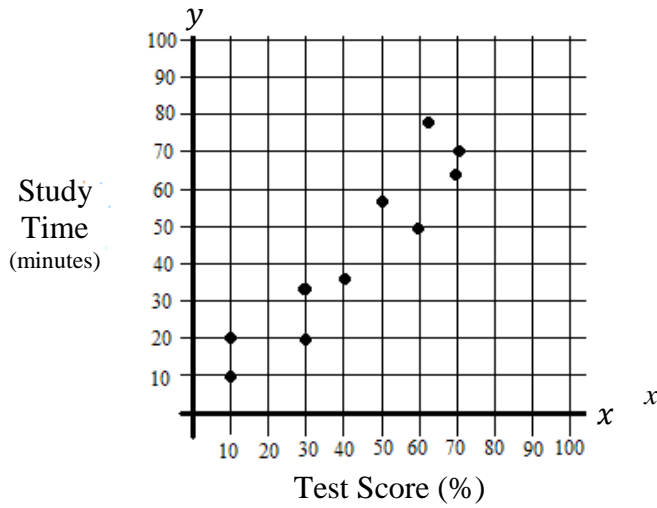
33. Which of the following identifies exactly those values of x that satisfy $|2x + 4| < 4$?

A. $x < 0$
B. $x > -4$
C. $-4 < x$ or $0 > x$
D. $-4 > x > 0$
E. $-4 < x < 0$

34. For any real number x , the equation $|x - 2| = 13$ can be translated as “the distance between x and 2 is 13 .” What is the difference between the two possible values for x ?

F. -11
G. 4
H. 15
J. 26
K. 30

35. The graph below shows how ten students performed on their last test and how long they studied for that test. Which linear equation most accurately fits the information below?



- A. $y = x + 10$
 B. $y = -\frac{1}{2}x - 30$
 C. $y = x$
 D. $y = x + 20$
 E. $y = 3x$
36. The length of a parking lot is three times its width, w , and its area is at most 5000 square feet. Which of the following inequalities represents this situation?

- F. $3w^2 < 5000$
 G. $4w^2 \leq 5000$
 H. $3w^2 \leq 5000$
 J. $3w^2 > 5000$
 K. $8w < 5000$

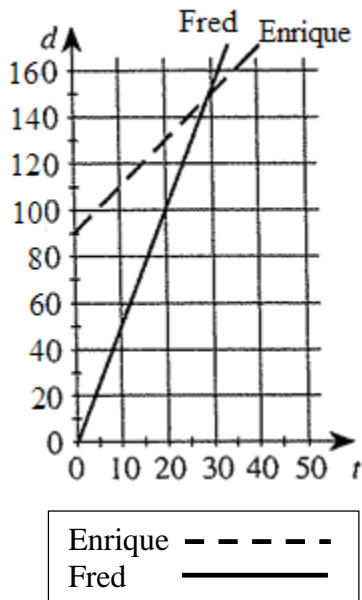
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37. Which of the following lines are perpendicular in the coordinate plane?

- I. $y = \frac{3}{4}x - 5$
- II. $y = -\frac{3}{4}x - 5$
- III. $y = -\frac{4}{3}x + 5$
- IV. $y = -\frac{3}{4}x + \frac{1}{5}$

- A. I and II
- B. I and III
- C. I and IV
- D. II and III
- E. II and IV

38. At $t = 15$, what is Enrique's approximate speed in meters per second? (Note: d refers to distance travelled in meters, and t refers to time in seconds and speed is $\frac{\Delta d}{\Delta t}$)

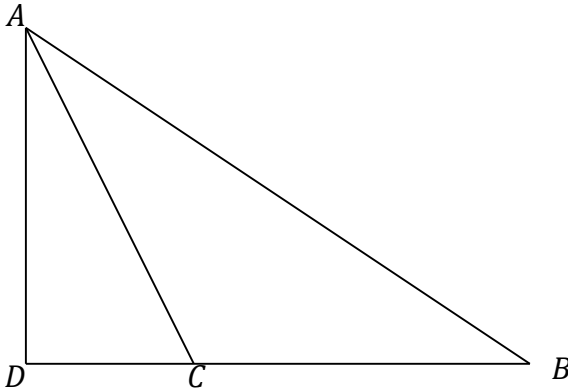


- F. 2
- G. 5
- H. 15
- J. 80
- K. 120

39. Garcia Flooring company sells vinyl peel-and-stick floor tiles that are each 1 square foot. What is the minimum number of these tiles needed to tile the entire floor of a 12-foot by 14-foot rectangular room *and* the adjoining 12-foot by 4-foot rectangular hallway?

A. 42
 B. 84
 C. 168
 D. 216
 E. 384

40. In $\triangle ABD$ below, points B , C , and D are collinear. $\overline{AD} \perp \overline{BD}$ and \overline{AC} bisects $\angle DAB$. If the measure of $\angle CBA$ is 36° , what is the measure of $\angle ACB$?



F. 54°
 G. 63°
 H. 110°
 J. 117°
 K. 144°

END OF TEST 2
 STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO
 DO NOT RETURN TO THE PREVIOUS TEST

TEST 3: READING TEST

20 Minutes—25 Questions

DIRECTIONS: There are three passages on this test, each followed by several questions. After reading a passage, choose the best answer for each question and fill in the corresponding circle on your answer sheet. You can refer back to the passage as often as needed.

Passage I

PROSE FICTION: The following chapter entitled “The Staple,” appears in the novel *Marry Him?*

Laila had ordered the Italian chopped salad without the grilled chicken, but when her molars collided with a small forked object, she logically assumed, for just an instant, that it was a chicken bone. At almost the same time, however, she knew that no bone was that hard and cold, nor any wishbone quite that small. And indeed, when she reached cautiously into her mouth, the object she withdrew was a thick, two-inch-long staple.

She showed it to Chase, whose jaw fell open. “You could have swallowed that!” he cried. “Those points could have perforated your intestine or something.”

She shrugged and dropped the staple back onto the half-cleared plate of salad, where whatever cold and distant sound it might have made was lost in the happy hubbub of the café. “Oh, don’t get all dramatic—I knew right away it was something artificial.” But even as she said this, she knew that if she had been eating more rapidly, she could indeed have swallowed it.

Chase motioned the waitress over, who said brightly, “Wrap that to go for you, or are you still working?” A sudden anger rose up in him like heartburn, and he pushed aside his own sandwich. Then he dragged the staple with his forefinger off of the salad plate and pressed it down, hard, onto a paper napkin in the middle of the table. “No, we’re not ‘working’ on anything. My fiancée could have been killed—look at this thing!”

“Oh, umm, sorry,” the waitress mumbled. She swept up the napkin with the staple along with the other napkins and bits of spilled food, dumped all of it back onto the salad plate, stacked Chase’s plate with the half-eaten sandwich on top, and then hurried off with the whole stack.

“Is that it? Is that their total, complete response? Sweep the thing away like you didn’t almost die?”

“Oh, please, Chase. People get their stomachs stapled all the time. Maybe I could have even lost a few pounds before the wedding.”

“Yeah, funny. Everything’s funny until it isn’t,” he growled. He slid out from behind the table and, propelled by self-righteous fury, hunted for the café’s manager. It took him a while to track her down because she was racing from table to table, and by the time he did, he found himself facing her in front of the order-entry terminal, where his apathetic waitress was entering her next customer’s order. So, as he said, “I cannot believe how little our waitress cared,” he was pleased to know the waitress would hear him, but once again she hurried off.

The manager said, “I want to assure you that we severely reprimanded the men in the kitchen. They popped open a carton of lettuce and weren’t paying attention. Completely unacceptable.” Not getting much response from Chase, she repeated, more loudly, “I assure you they were severely reprimanded.” But her eyes were already focused on another table demanding service.

When Chase received the bill and discovered that the charge for only the salad, but not his sandwich or their drinks, had been removed, he wasn’t at all pacified. On their way out of the restaurant, he and Laila walked in silence and, as they headed to the parking lot, passed by the back door of the restaurant. Chase peeked in and, when he saw the cooks talking somberly among themselves instead of chuckling, he was both surprised and, for reasons he couldn’t quite grasp, a little disappointed.

GO ON TO THE NEXT PAGE.

1. The best summary of paragraphs six through eight (lines 37-52) is that Chase:
 - A. responds angrily to Laila but doesn't complain to the waitress at the order counter.
 - B. expresses annoyance with Laila's response and becomes determined to hold someone accountable.
 - C. realizes Laila's comments are amusing and turns his fury on the manager.
 - D. feels unconcerned by Laila's remark but confronts the manager to report the poor service.

2. The main point of the fourth paragraph (lines 22-30) is that:
 - F. Chase has intense heartburn from his sandwich.
 - G. Chase expresses his feelings that the restaurant was so careless.
 - H. Chase motions the waitress to the table in order to have their food wrapped to go.
 - J. Chase is surprised that the waitress showed no concern about the staple.

3. One of the main ideas established by the first three paragraphs (lines 1-21) is that it:
 - A. illustrates the risk of ingesting staples.
 - B. shows Laila's and Chase's contrasting reactions to the staple.
 - C. describes how cautiously Laila eats during meals.
 - D. explains why Laila and Chase argued at dinner.

4. According to the passage, Laila reacted to Chase's question, "Is that their total, complete response?" by:
 - F. telling Chase that she was glad she hadn't been eating faster.
 - G. complaining to the waitress that she could have died.
 - H. explaining her weight-loss plan for their wedding.
 - J. teasing Chase to assure him that she was fine.

5. It can be reasonably inferred that Chase was surprised at the end of the passage because:
 - A. the manager did not take his concern seriously.
 - B. the cooks did not dismiss or make fun of his complaint.
 - C. Laila was not talking to him as they walked to the car.
 - D. he received his sandwich and drinks for free.

6. As it is used in line 48, the word *apathetic* most nearly means:
 - F. busy.
 - G. self-righteous.
 - H. unconcerned.
 - J. pitiful.

7. As it is used in line 68, the word *somberly* most nearly means:
 - A. angrily.
 - B. seriously.
 - C. vengefully.
 - D. animatedly.

8. Based on the passage, which of the following statements best describes the overall attitudes of Laila and Chase?
 - F. Laila is dramatic while Chase is assertive.
 - G. Laila is argumentative while Chase is humorous.
 - H. Laila is lighthearted while Chase is confrontational.
 - J. Laila is agreeable while Chase is passive.

9. The waitress's response to the staple can best be described as:
 - A. remorseful and diligent.
 - B. hasty and non-confrontational.
 - C. annoyed but helpful.
 - D. embarrassed but cheerful.

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Passage II

SOCIAL SCIENCE: This passage is adapted from the article “Who Was Frida Kahlo?” by Nelson Flynn.

For art lovers today, it is the emotional power of Frida Kahlo’s paintings that is so compelling. Art historian Phyllis Tuchman says, “[Frida] created haunting, sensual, and stunningly original paintings that fused elements of surrealism, fantasy, and folklore into powerful narratives.” Yet her personal story is as fascinating as the imagery in her extraordinary paintings. Her life reads almost like a novel, filled with pain, romance, and tragedy.

Frida can seem like a mass of contradictions to a casual observer. Long recognized as an important American artist, Frida created mostly small, very personal artworks intended to be viewed only by her family and friends. Yet she was politically outspoken, an ardent Communist who did not object to public attention for herself or her famous husband, the great Mexican muralist Diego Rivera. She swept through the salons of Paris and New York, urbane and comfortable, but always dressed in the rustic Tehuana garb of Mexican Indians. She painted many self-portraits that carefully recorded her thick unibrow and dark moustache, yet she lied about her age, claiming to have been born in 1910 rather than in 1907.

In truth, none of these incongruities is a contradiction at all. Frida did not change her birth year out of vanity. She wished to more closely identify herself with her beloved home country—1910 is the year in which the Mexican Revolution began. Her choice of costumes also served to remind everyone of her heritage. For Frida, the “higher truth” was that she and modern Mexico were inextricably linked in both revolution and rebirth. It took priority over the more mundane truth printed on her birth certificate.

She was born Magdalena Carmen Frida Kahlo y Calderón on July 6, 1907, in Coyoacán. One of six children, she was the third of four sisters. At age six, she was stricken by polio and grew ill, but it did nothing to prevent Frida from pursuing soccer, boxing, wrestling, and competitive swimming.

In 1922, she entered the elite National Preparatory School in Mexico City. This was also unique—the school was almost entirely male. It was there that she first met her future husband, Diego, who was working on his first public mural. She played pranks on the man, stealing his lunch and soaping steps so he might slip. But it was her creative fire that caught his attention.

At first, Frida studied medicine. Then in 1925, she was in a collision involving the bus she was riding and a trolley car. A metal handrail pierced and crushed her pelvis and broke her spine in three places, along with her right foot and leg. It was assumed that the young woman would die. Her survival led to many painful operations, and she was forced to wear spine support for the rest of her life. It was during three months of recovery that she began to paint.

Three years later, she again met Diego, who encouraged her art. Although he was 21 years older than her, they married for the first time the following year. Never a traditional relationship, Frida and Diego led a tempestuous life together with countless separations, a brief divorce in 1939, and re-marriage in 1940. It seems they could not live apart from one another—each claimed that the other was Mexico’s greatest painter. Frida also said, “I suffered two grave accidents in my life, one in which a streetcar knocked me down . . . The other accident is Diego.” In his autobiography, Diego said that the day of Frida’s death at age of 47 in 1954 was the most tragic moment of his life.

GO ON TO THE NEXT PAGE.

10. As it is used in line 39, the phrase “stricken by” most nearly means:
- F. disgusted by.
 - G. afflicted with.
 - H. involved with.
 - J. assaulted by.
11. Based on the passage, Frida’s overall attitude can best be described as:
- A. dishonest and pompous.
 - B. humorous and nurturing.
 - C. defeated and passive.
 - D. spirited and headstrong.
12. As it is used in line 63, the word *tempestuous* most nearly means:
- F. enthusiastic.
 - G. separate.
 - H. turbulent.
 - J. accidental.
13. The passage indicates all of the following about Frida’s school life EXCEPT that:
- A. she shared classes with her future husband.
 - B. she was one of few female students.
 - C. she met Diego while attending school.
 - D. she studied medicine.
14. According to the passage, Frida and Diego:
- F. declared the other as the greatest painter in Mexico.
 - G. dressed in rustic Tehuana clothing.
 - H. fought together in the Mexican Revolution.
 - J. worked together on a public mural.
15. If the sixth paragraph (lines 50-58) was to be deleted, which of the following would the readers lose?
- A. A description of the accident that led Frida to become a painter.
 - B. A detailed account of Frida’s experience studying medicine.
 - C. An argument for improved safety measures on public transportation.
 - D. A comprehensive record of the surgeries Frida needed to survive.
16. The purpose of paragraph one (lines 1-9) is to:
- F. present Frida’s life and paintings as similarly dramatic and intriguing.
 - G. explain how the tragic story of Frida’s life became a novel.
 - H. introduce art historian Phyllis Tuchman as an expert on Frida’s life.
 - J. demonstrate why art lovers are disturbed by Frida’s paintings.
17. The main idea of the second paragraph (lines 10-24) is that Frida:
- A. was perceived as contradictory.
 - B. struggled due to her differences.
 - C. created small art that was intended to be viewed by the masses.
 - D. was more comfortable in the salons of Paris than in her native Mexico.

GO ON TO THE NEXT PAGE.

Passage III

HUMANITIES: What follows is an excerpt from a fictional autobiography, *The Roots of American Music*, by a bass player who accompanied many of the creators of rock-and-roll music.

5 Like any sideman, I stayed in the background, so only people who are really concerned with music even know who I am. Of course, every time a “roots of rock-and-roll” show is being organized, I get a call because I played with all of the original rock ‘n’ rollers—Chuck Berry (who taught me to get paid first), Jerry Lee Lewis, Buddy Holly, Roy Orbison, and—once, in the studio—Elvis himself. 40

10 Also “of course,” I am always asked to play the bass, either the bass guitar or the good old double bass, depending on the act I’m working with. I play many other instruments, some of them quite well, in my opinion, but my rock ‘n’ roll résumé seems only to include the bass and not the guitar, saxophone, drums, piano, and so on. The nostalgia tours that I sometimes join also ask me to play the bass, but sometimes I will fill in on another instrument. But my trademark in the early days was a driving bassline that tied the rhythm section to the melody, so that’s usually what I’m asked to do. 50

15 The conversation almost always follows the same pattern. The phone call starts with an anonymous person on the line gushing about my contribution to the “roots” of today’s music, as if flattery is going to pay my utility bills. The person usually lists the other performers from the same era who will also be featured, and more often than not, the instrument they want me to play is never even mentioned. 55

20 So I’ll play around with that. “Hey, his sax section lost a couple of guys last year,” I might throw in, “do you need me on alto or baritone?” They usually stammer about that. I might play around with money, asking right off, “I don’t know about my schedule, so tell me, what does this pay?” 35

“Uh, well, it will be broadcast next New Year’s Eve on public television, but I don’t know anything about remuneration . . .”

I always have a laugh when the caller has to try to discuss money, and I always agree to do the show. Why not? I’m a musician, and musicians perform for a living.

Besides, I like to think about the early days of my career, the people I worked with, and the music I loved so much. My only complaint about the “roots” shows is that they are misnamed. I was part of the “roots” of only a few styles of popular music, but there were roots for my music—such as blues, for example—and roots for blues, jazz, zydeco, Cajun, gospel, hip-hop, rap, Tejano, country, and on and on.

So which am I playing at a “roots” show? The musical tradition of America is incredibly rich, and I’m proud to be a small part of it, but what I play isn’t “roots” music. That would include traditional folk songs, melodies, and rhythms from Europeans, Africans, Native Americans, Asians, and so on. It seems silly to give too much attention to the few years that I and the stars I backed enjoyed some popularity.

“But you played the roots of America’s popular music, which conquered the world,” the public relations person for a “roots” show once said to me.

“I guess so,” I answered and added, smiling, “do you have my check?”

GO ON TO THE NEXT PAGE.

18. Which of the following statements best summarizes a typical phone conversation between the narrator and the organizer of a “roots” show?
- F. The organizer compliments the narrator but never mentions an instrument; then, the narrator jokes about instruments or money, and in the end decides not to perform.
 - G. The organizer agrees to pay the utility bills; then, after joking around by asking more questions about money, the narrator always agrees to perform.
 - H. The organizer compliments the narrator and asks him what instruments he wants to play; then, they agree on how much the narrator should be paid.
 - J. The organizer compliments the narrator but never mentions an instrument; then, the narrator jokes about instruments or money, and in the end always agrees to perform.
19. The author’s primary purpose in the passage is to:
- A. reveal one musician's experience with and perspective on "roots" music.
 - B. explain how musicians have been well-paid in the past and present.
 - C. express a musician’s argument that “roots” music conquered the world.
 - D. describe, in detail, the stories of many different musicians and their experience with “roots” music.
20. When the narrator says, “only people who are really concerned with music even know who I am,” he suggests that he is:
- F. as famous and well-paid as Chuck Berry.
 - G. unknown to the majority of music fans.
 - H. resentful because he is not popular in the music industry.
 - J. lesser known, yet strives to become a household name like Elvis.
21. According to the narrator, organizers of “roots” music shows usually:
- A. know everything about the history of “roots” music.
 - B. are primarily interested in the narrator’s bass playing talents.
 - C. praise his abilities to play other instruments quite well.
 - D. are unwilling to pay for performing.
22. As it is used in lines 15-16, the phrase “nostalgia tours” most nearly means:
- F. an exploration of someone’s memories.
 - G. songs often played on the bass.
 - H. concerts that feature rock-and-roll classics.
 - J. a visit to hear Elvis and others play live.
23. As it is used in line 23, the phrase “gushing about” most nearly means:
- A. generously praising.
 - B. freely pouring.
 - C. vaguely mentioning.
 - D. quietly chatting.
24. What is the main idea of the first paragraph (lines 1-8)?
- F. The narrator is well-known to many fans of rock-and-roll and is therefore recruited for “roots” performances.
 - G. The narrator was close friends with original musicians like Elvis and Buddy Holly.
 - H. The narrator taught many of the great rock and roll musicians.
 - J. The narrator, because of his prior experiences, is recruited for “roots” performances.
25. By referring to his “trademark,” the narrator suggests that he is well-known for:
- A. his role as a lead singer for Jerry Lee Lewis and Elvis.
 - B. his performances on instruments like the guitar and saxophone.
 - C. his contributions as a bass player.
 - D. his conversations with show organizers.

END OF TEST 3
STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

TEST 4: SCIENCE TEST
25 Minutes-30 Questions

DIRECTIONS: There are five passages in this test. Each passage is followed by several questions. After reading a passage, choose the best answer to each question and fill in the corresponding circle on your answer sheet. You may refer to the passages as often as necessary.

Passage I

A group of six students wanted to determine how people impact global warming. They performed several surveys to obtain data on many factors thought to contribute to global warming. In particular, students focused on the number of tons of carbon dioxide (CO₂) they produced annually. They hypothesized that variation in certain habits could increase or decrease the amount of CO₂ they produced

Study 1

Over the course of the first year, all six students maintained similar driving habits and average monthly electric bills. Each student flew via airplane a different number of total miles during the year. The total amount of CO₂ produced by students' airline travel was calculated, and the amount of money spent on fuel was recorded. The results are shown in Table 1.

Table 1						
Student	Miles flown	Fuel cost (\$)	Type of travel	Miles driven	Average monthly electric bill (\$)	CO ₂ emitted (tons)
1	300	145	cross-country	12,000	50	9.20
2	600	233	cross-country	12,000	50	9.30
3	800	423	international	12,000	50	9.37
4	1600	575	international	12,000	50	9.45
5	2500	715	cross-Atlantic	12,000	50	9.60
6	3300	900	cross-Atlantic	12,000	50	9.75

Study 2

The following year, all six students maintained similar driving and flying habits, but the students' average monthly electric bill varied. The students were able to calculate the total amount of CO₂ produced based on their electric bill. The results are shown in Table 2.

Table 2					
Student	Miles flown	Amount of electricity used (kWh)	Miles driven	Average monthly electric bill (\$)	CO ₂ emitted (tons)
1	800	514	12,000	25	7.25
2	800	673	12,000	50	9.30
3	800	725	12,000	75	11.35
4	800	837	12,000	100	13.40
5	800	922	12,000	150	16.50
6	800	1000	12,000	200	20.60

Study 3

During the third year, all six students kept everything the same except their driving habits. The results are shown in Table 3.

Table 3						
Student	Miles flown	Water vapor (tons)	SO ₂ (tons)	Miles driven	Average monthly electric bill (\$)	CO ₂ emitted (tons)
1	12,000	0.75	1.20	0	50	4.65
2	12,000	2.28	4.10	3,000	50	5.80
3	12,000	5.10	7.90	6,000	50	7.00
4	12,000	11.4	16.5	12,000	50	9.30
5	12,000	13.2	20.7	15,000	50	10.45
6	12,000	17.3	24.8	18,000	50	11.65

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- According to Table 1, as the miles flown decreases, the tons of CO₂ emitted:
 - increases.
 - decreases.
 - increases then decreases.
 - decreases then increases.

- Which of the following is a weakness of Study 1?

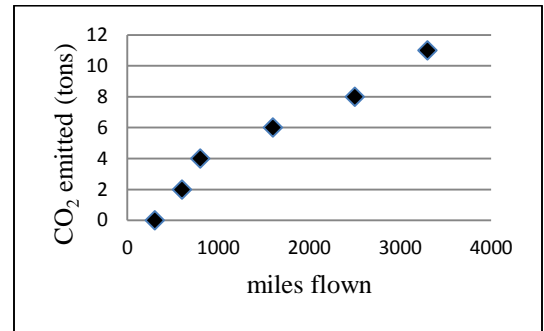
- The miles flown increased for each student.
- The average miles driven stayed the same for each student
- The type of travel was not the same for each student.
- The average monthly electric bill was held constant.

- According to Table 2, what is the relationship between average electric bill and tons of CO₂ emitted?

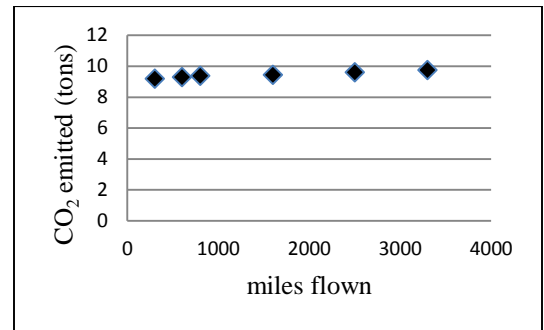
- As the average electric bill decreases, the amount of CO₂ emitted increases.
- As the average electric bill decreases, the amount of CO₂ emitted decreases.
- As the average electric bill increases, the amount of CO₂ emitted decreases only.
- As the electric bill decreases, the amount of CO₂ emitted increases then decreases.

- According to Study 1, which of the follow graphs best represents the data represented in the table?

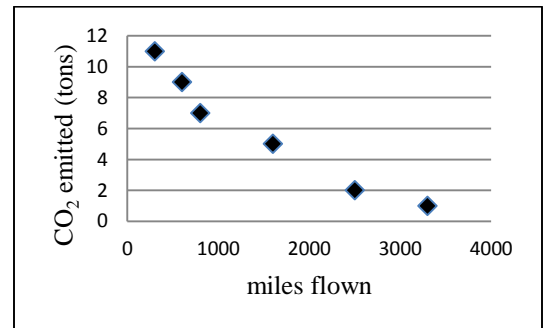
F.



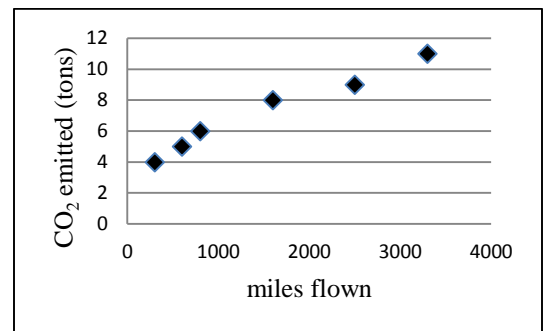
G.



H.



J.



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5. Which of the following statements describes a likely hypothesis that the students used to generate data in Study 2?

- A. The type of car driven by students changes the amount of CO₂ emitted during a year.
- B. If the average monthly electric bill increases, the amount of CO₂ emitted during a year will increase.
- C. If the amount of miles flown changes, then the amount of CO₂ emitted during a year will change.
- D. If the number of miles driven by car increases, the amount of CO₂ emitted during a year will change.

6. Which of the following statements describes a likely hypothesis that the students used to generate data in Study 3?

- F. If the average monthly electric bill increases, the amount of CO₂ emitted during a year will decrease.
- G. The type of car driven by students does not change the amount of CO₂ emitted during a year.
- H. The amount of CO₂ emitted during a year will change if the miles flown change.
- J. If miles driven by car increase, the amount of CO₂ emitted during a year will change.

7. Which conclusion about the range of CO₂ emissions is best supported by the data?

- A. Cross-country travel produces more CO₂ emissions than international travel.
- B. Electricity use has more effect on CO₂ emissions than type of travel when flying.
- C. Reducing the amount of miles driven is likely to lower an individual's electric bill.
- D. CO₂ emissions is more affected by driving habits than electricity use.

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Passage II

Popular building and construction materials vary greatly by factors including compression, tension, cost, and longevity. *Compression* is how far a material can be squeezed before it cracks. The compression score is calculated by squeezing a 0.5 m² piece of material and measuring the distance it contracts before cracking. *Tension* is how far the material can be stretched before it cracks. The tension score is measured by stretching a 0.5 m² piece of material and measuring the distance it stretches before it breaks. Scientists ran a variety of tests on different building materials to determine the specific properties of these materials. Their results are listed in Table 1.

Building material	Cost (\$/m ²)	Density (g/cm ³)
Wood	4.00	0.59
Plastic	19.00	0.74
Aluminum Alloy	25.00	0.84
Brick	6.00	1.65
Concrete	7.00	1.94
Reinforced Concrete (concrete with steel rods)	12.00	2.35
Cast Iron (iron with 4% carbon)	16.00	3.09
Steel (iron with 2% carbon)	17.00	2.89

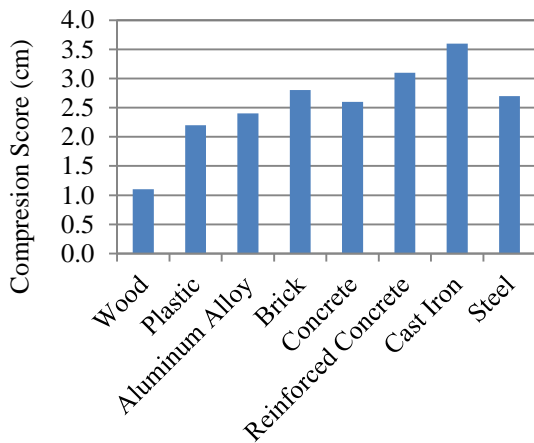


Figure 1

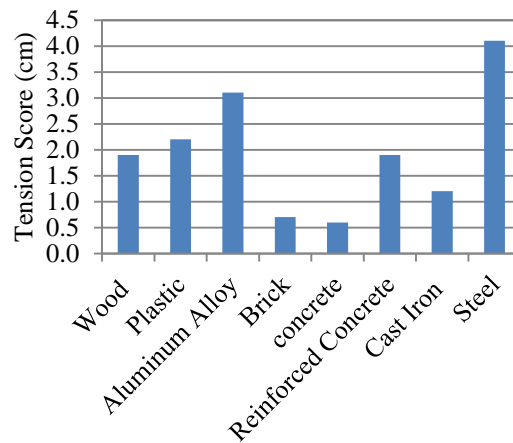


Figure 2

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8. Based on Figures 1 and 2, which of the following two materials have the highest compression score?
- F. Steel and Wood
 - G. Steel and Reinforced Concrete
 - H. Concrete and Aluminum Alloy
 - J. Concrete and Plastic
9. According to Table 1 and Figure 1, which of the following is true?
- A. The material with the highest density also has the greatest compression score.
 - B. The cheapest material has the greatest compression score.
 - C. The material with the lowest compression score has the highest density.
 - D. The most expensive material has the greatest compression score.
10. According to Table 1 and Figure 2, which material with a tension score greater than 2.0 cm can be purchased for the lowest price?
- F. Reinforced concrete
 - G. Plastic
 - H. Aluminum alloy
 - J. Steel
11. Based on Figures 1 and 2, it can be determined that:
- A. Cast iron has a high compression score, but a low tension score.
 - B. Wood has a high compression score and a medium tension score.
 - C. Brick has a low compression score, but a high tension score.
 - D. Steel has a high compression score, but a low tension score.
12. Based on the data presented, which of the following predictions will likely hold true?
- F. Material with a density higher than 2.0 g/cm³ will have a compression score less than 2.0 cm.
 - G. Material with a density higher than 2.0 g/cm³ will have a compression score higher than 2.5 cm.
 - H. Material with a density less than 1.0 g/cm³ will have a tension score less than 2.0 cm.
 - J. Material with a density less than 1.0 g/cm³ will have a compression score less than 2.0 cm.

Passage III

A *planetary object* is any object that is formed from the collisions of planetesimals. A long debated issue in the formation of the Solar System is the origin of the Moon. The following are two of the most popular theories on how the Moon was formed.

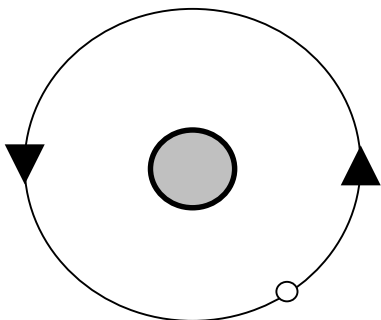
Astronomer 1: The Capture Theory

The Moon is a planetary object that formed elsewhere in the Solar System and was captured by the strong gravitational field of the Earth. Planetary objects that formed far away from the Sun contain fewer heavy elements, such as iron, than those formed near the Sun. Therefore, objects formed farther from the Sun are consistently less dense than those formed closer to the Sun. Lunar rocks brought back by astronauts show the Moon's density is orders of magnitude less than the Earth's density. This fact suggests that the Moon was formed far away from the Sun. The Moon also has a much different chemical composition than the Earth, and lacks substances such as water and oxygen. This information rules out the possibility that the Moon is a piece of the Earth that was ejected during a collision early in the history of the Solar System.

Astronomer 2: The Giant Impact Theory

The Moon was formed when a small object called a planetesimal collided with the Earth shortly after it formed. The collision caused a piece of the upper mantle of the Earth to be ejected from the newly formed planet. At first, the ejected material formed a large disk or ring around the Earth. As the ring cooled down, a few large clumps came together and formed the Moon. Lunar rock samples brought back during the Apollo missions show the presence of iron. Computer simulations have also demonstrated that an impact between a planetesimal and Earth could produce a solid object the size of the Moon. Due to the counter-clockwise circular orbit and the speed of the Moon around the Earth, these computer simulations have shown that it is impossible that the Moon was able to be gravitationally captured by the Earth.

13. Based on the information provided by both hypotheses, which of the following is most likely to be true?
- A. The Moon contains large amounts of oxygen and iron.
 - B. The Moon is a planetary object.
 - C. The Moon came from a planet which is far away from the Sun.
 - D. The Moon is rich in iron but lacking in water.
14. A scientific journal recently featured an article stating that the orbit of the moon most likely follows the path illustrated below. This orbital path best supports which scientist's viewpoint?



- F. Astronomer 1, because the orbit is counterclockwise.
 - G. Astronomer 1, because the orbit is clockwise.
 - H. Astronomer 2, because the orbit is counterclockwise
 - J. Astronomer 2, because the orbit is clockwise.
15. Scientists discovered a frozen lake of water at the south pole of the Moon. This discovery weakens which of the astronomer(s)' hypotheses?
- A. Astronomer 1
 - B. Astronomer 2
 - C. Both Astronomer 1 and Astronomer 2
 - D. Neither Astronomer 1 nor Astronomer 2

16. If a geological study found that a portion of soil in northern Canada contained a heavy metal composition similar to the Moon's, this information would most likely strengthen:
- F. Astronomer 1 only
 - G. Astronomer 2 only
 - H. Astronomer 1 and 2
 - J. Neither Astronomer 1 nor 2

17. According to Astronomer 1, which of the following observations provides the strongest evidence that the Moon was formed elsewhere in the Solar System?
- A. The Moon is composed of iron-rich material.
 - B. The Moon was pulled to Earth by gravitational pull.
 - C. The Moon has a different chemical composition than the Earth.
 - D. The Moon orbits the Earth in a counterclockwise manner.

18. Which of the following statements by Astronomer 1, if true, would weaken Astronomer 2's theory?
- F. The orbit of the Moon around the Earth can be reproduced by computer simulations if the Moon was formed when a small object collided with Earth.
 - G. The orbit of the Moon around the Earth can be reproduced by computer simulations if the Moon was captured by Earth's gravity.
 - H. Lunar rock samples demonstrate the Moon's density is much lower than the Earth's.
 - J. Lunar rock samples demonstrate large amounts of water and iron.

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Passage IV

The density of lava is dependent on two main factors: material composition and temperature. The two major mineral components of most lava flows are iron and silica. Iron is a heavy metal found in steel while silica is a light, flaky mineral used in glass production. The temperature of a lava flow can change drastically based on a variety of factors including how deep inside the Earth the lava flow originated and how fast it was ejected from the volcano opening. Understanding the density of lava helps scientists understand how fast the lava moves, in what direction it will move, and whether or not it will sink in water. Table 1 shows how various factors affect lava densities.

Lava sample	Iron content (% of material)	Silica content (% of material)	Temperature (°C)	Density (g/cm ³)
1	10	5	750	1.24
2	30	5	750	1.36
3	10	10	750	1.19
4	10	5	1300	0.98
5	30	5	1300	1.11
6	10	10	1300	0.76

*Note: 5g samples were used for every trial

19. Overall, as the density of lava increases, the temperature:

- A. Increases
- B. Decreases
- C. Increases from 0.75 g/cm^3 to 1.0 g/cm^3 , then decreases from 1.00 g/cm^3 to 2.00 g/cm^3
- D. No clear trend is shown.

20. The combined percent of iron and silica in the lava sample with the greatest density is closest to which of the following?

- F. 5%
- G. 15%
- H. 30%
- J. 35%

21. A lava sample with 10% iron and 10% silica had the lowest density at which of the following temperatures?

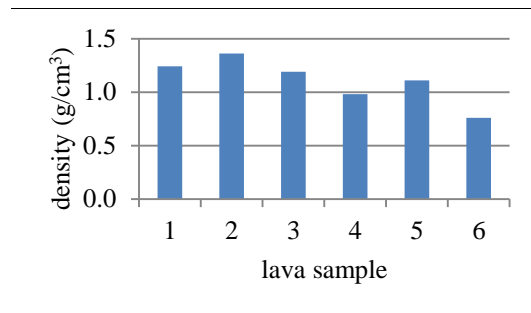
- A. 0.76 g/cm^3
- B. 1.19 g/cm^3
- C. 750°C
- D. 1300°C

22. Which of the following statements describes a likely hypothesis that the students used to generate the data in Table 1?

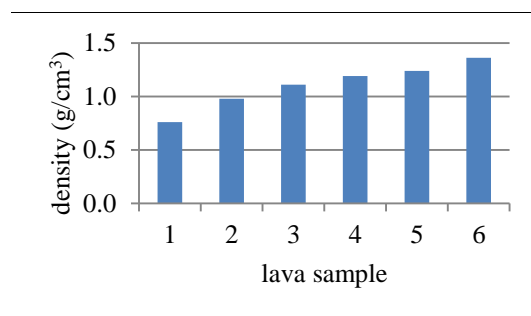
- F. Lava with higher mass will have a lower density.
- G. The greater the silica content, the lower the density of that sample.
- H. Lava containing equal amounts of iron and silica have higher densities than lava containing more iron than silica.
- J. Lava containing more iron than silica has a higher density than lava containing equal amounts of silica and iron.

23. Which of the following graphs best represents the relationship between the lava samples and their corresponding densities?

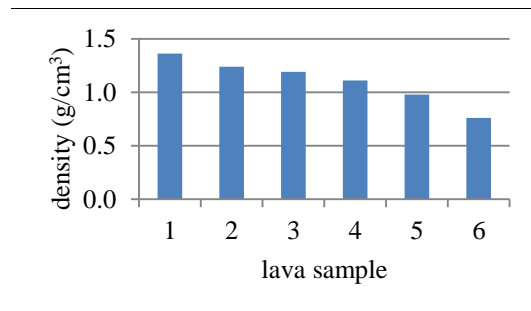
A.



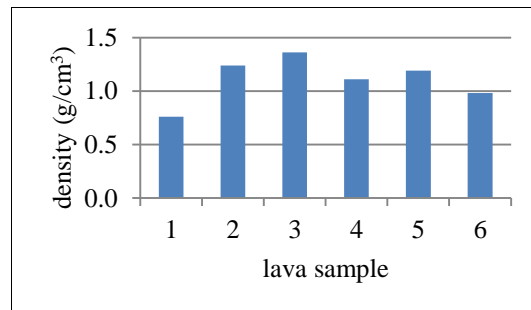
B.



C.

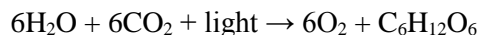


D.



Passage V

As part of photosynthesis, plants utilize light, water, and carbon dioxide (CO₂) to produce glucose (C₆H₁₂O₆) and oxygen (O₂). Percent of O₂ produced is directly proportional to the rate of photosynthesis. A team of scientists altered various environmental factors in order to determine the effect on rates of photosynthesis. The overall reaction for photosynthesis is given below.

*Experiment 1*

In Experiment 1, researchers measured the impact of different intensities of light (measured in lumens) on rates of photosynthesis. They used three pea plants, all of which were 5 cm tall and planted in the same growing medium. One plant was put under a 1500-lumen lamp, the second was placed under a 2500-lumen lamp, and the third was placed under a 3500-lumen lamp. All plants were watered with 500 mL of water and kept at 20°C. The scientists then measured the rates of photosynthesis based on the amount of O₂ and CO₂ in the air during five hours of observation. The results are in Table 1.

Time (hours)	Plant under 1500-lumen lamp		Plant under 2500-lumen lamp		Plant under 3500-lumen lamp	
	% CO ₂	% O ₂	% CO ₂	% O ₂	% CO ₂	% O ₂
0	23.7	20.5	23.7	20.5	23.7	20.5
1	20.5	23.7	19.4	24.8	18.2	26.0
2	19.8	24.4	16.9	27.3	14.0	30.2
3	17.4	26.8	14.0	30.2	9.3	34.9
4	15.7	28.5	11.4	32.8	4.8	39.4
5	14.9	29.3	8.7	35.5	1.2	41.0

Experiment 2

In Experiment 2, researchers measured the impact of temperature on rates of photosynthesis. They used three pea plants, all of which were 5 cm tall and planted in the same growing medium. One plant was put in a 10°C environment, the second was put in a 30°C environment, and the third was put in a 50°C environment. All plants were watered with 500 mL of water and given 2000-lumens of light. The scientists then measured the rates of photosynthesis based on the amount of O₂ and CO₂ in the air during five hours of observation. The results are in Table 2.

Time (hours)	10°C plant		30°C plant		50°C plant	
	% CO ₂	% O ₂	% CO ₂	% O ₂	% CO ₂	% O ₂
0	23.7	20.5	23.7	20.5	23.7	20.5
1	22.1	22.1	20.8	23.4	21.5	22.7
2	21.4	22.8	19.7	24.5	20.5	23.7
3	19.8	24.4	17.6	26.6	18.3	25.9
4	17.5	26.7	15.8	28.4	16.2	28.0
5	15.9	28.3	14.1	30.1	14.9	29.3

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24. One would predict the highest rates of photosynthesis under which of the following experimental conditions?

- F. 1500-lumen lamp at 30°C
- G. 1500-lumen lamp at 50°C
- H. 2500-lumen lamp at 30°C
- J. 2500-lumen lamp at 50°C

25. According to the data in Table 2, at which temperature did the scientists record the highest percentage of oxygen at hour 1?

- A. 10°C
- B. 30°C
- C. 50°C
- D. 70°C

26. In Experiment 1, which of the following conditions resulted in air that was 11.4% CO₂ and 32.8% O₂?

- F. 3500 lumens of light and 3-hours of elapsed time.
- G. 3500 lumens of light and 4-hours of elapsed time.
- H. 2500 lumens of light and 4-hours of elapsed time.
- J. 2500 lumens of light and 3-hours of elapsed time.

27. Which of the following conditions should the researchers use if they wanted to have more CO₂ than O₂ in the air?

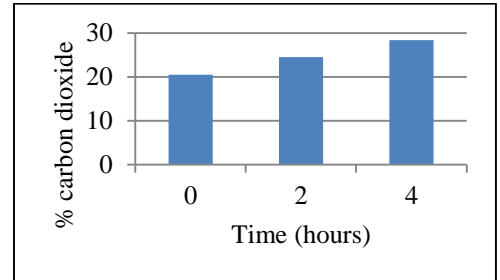
- A. 1500-lumen lamp for 1 hour at 30°C
- B. 2000-lumen lamp for 0 hours at 20°C
- C. 2000-lumen lamp for 2 hours at 10°C
- D. 3500-lumen lamp for 4 hours at 10°C

28. According to Table 1, after which hour was the CO₂ concentration the lowest and the O₂ concentration the highest using the 2500-lumen lamp?

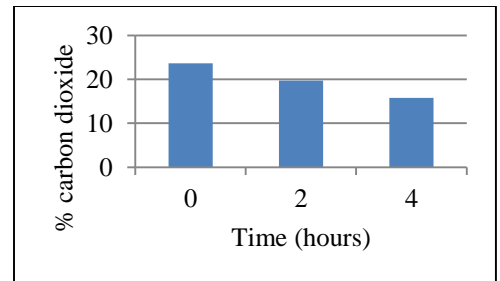
- F. 0
- G. 1
- H. 3
- J. 5

29. Which of the following graphs best depicts the data in Table 2 for CO₂ levels at 30°C for hours 0, 2, and 4?

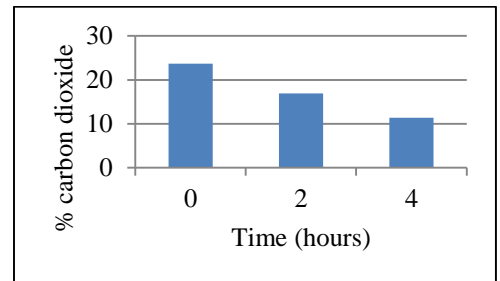
A.



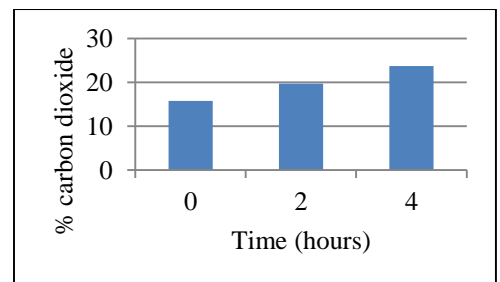
B.



C.



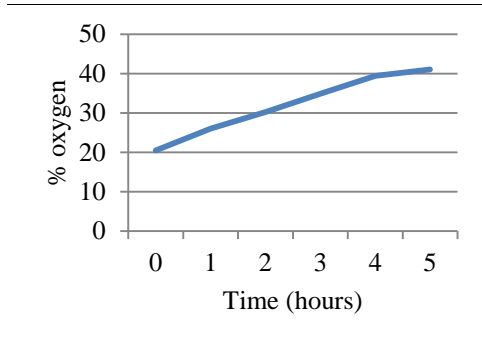
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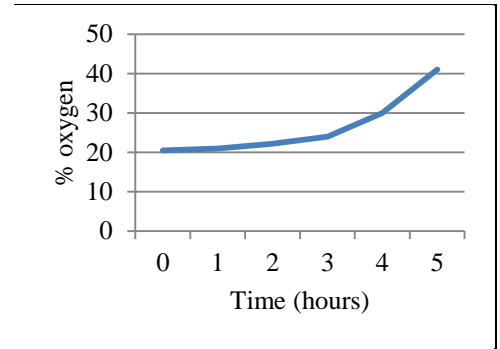
GO ON TO THE NEXT PAGE.

30. Based on Table 1, which of the following graphs best shows how the % O₂ changed over time when a plant was under a 3500-lumen lamp?

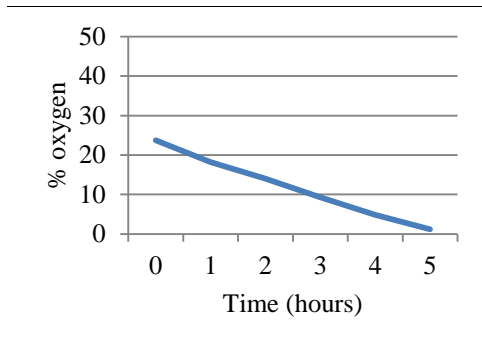
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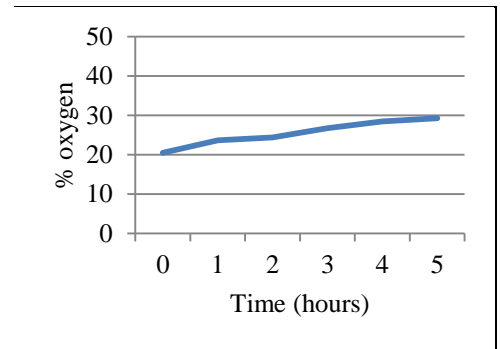
H.



G.



J.





NOBLE

Open-ended Response Items

10.1

Please Do Not Open Booklet Until Told to Do So

Noble Efforts Change Lives. Be Noble.

TEST 1 READING & ENGLISH: 10.1 OPEN-ENDED RESPONSE TEST

DIRECTIONS: There is one passage on this test followed by an open-ended response question. Spend 20 minutes reading the passage and planning your response. Then, you will have 40 minutes to answer the open-ended response question on the following pages. You may refer back to the text as often as needed. As you read, consider the following prompt:

Read the excerpt from Tess of the D'Urbervilles. In several well-developed paragraphs, analyze how the author develops Tess's isolation using one or more of the following: imagery, figurative language, word choice, and indirect characterization. Use evidence from the text.

Hardy, Thomas. *Tess of the D'Urbervilles*. Osgood, McIlvaine & Co. (1891) Adapted From Ch. XIII

In the course of a few weeks Tess revived sufficiently to show herself so far as was necessary to get to church one Sunday morning. To be as much out of observation as possible for reasons of her own, and to escape the gallantries of the young men, she set out before the chiming began, and took a back seat under the gallery, where only old men and women came, and where the bier¹ stood on end among the churchyard tools.

Parishioners dropped in by twos and threes, deposited themselves in rows before her, rested three-quarters of a minute on their foreheads as if they were praying, though they were not; then sat up, and looked around.

The people who had turned their heads turned them again as the service proceeded; and at last observing her, they whispered to each other. She knew what their whispers were about, grew sick at heart, and felt that she could come to church no more. The bedroom formed her retreat more continually than ever. Here, under her few square yards of thatch, she watched winds, and snows, and rains, gorgeous sunsets, and successive moons at their full. So close kept she that at length almost everybody thought she had gone away.

The only exercise that Tess took at this time was after dark; and it was then, when out in the woods, that she seemed least solitary. She knew how to hit to a hair's-breadth that moment of evening when the light and the darkness are so evenly balanced that the constraint of day and the suspense of night neutralize each other, leaving absolute mental liberty. She had no fear of the shadows; her sole idea seemed to be to shun mankind.

On these lonely hills and dales, her flexuous and stealthy figure became an integral part of the scene. At times her whimsical fancy would intensify natural processes around her till they seemed a part of her own story. The midnight airs and gusts, moaning amongst the tightly-wrapped buds and bark of the winter twigs, were formulae of bitter reproach. A wet day was the expression of irremediable grief at her weakness in the mind of some vague ethical being whom she could not class definitely as the God of her childhood, and could not comprehend as any other.

But this encompassment of her own characterization, based on shreds of convention, peopled by phantoms and voices antipathetic to her, was a sorry and mistaken creation of Tess's fancy—a cloud of moral hobgoblins² by which she was terrified without reason. Walking among the sleeping birds in the hedges, watching the skipping rabbits on a moonlit warren, or standing under a pheasant-laden bough,³ she looked upon herself as a figure of Guilt intruding into the haunts of Innocence.

Now, use the provided scratch paper to outline your response to the open-ended response question.

Please note work completed on the scratch paper will not be scored.

¹ movable frame on which a coffin is carried

² fearsome mythical creatures

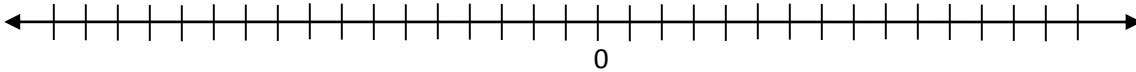
³ tree branch with several birds on it

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TEST 2 MATH: 10.1 OPEN-ENDED RESPONSE TEST

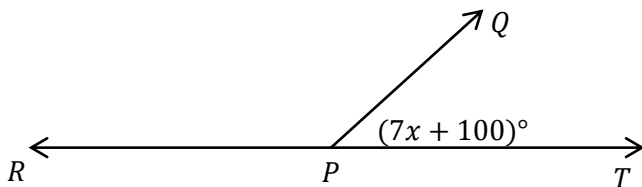
DIRECTIONS: Write answers clearly and legibly in the space provided. Cross out any errors you make; erased or crossed-out work will not be graded. Grades for duplicate solutions will be applied only for the lowest scoring one. Your work will be graded on the correctness of your methods as well as your answers. Answers without clear explanations or supporting work may not receive credit. Unless otherwise specified, answers do not need to be simplified.

1. On the standard number line, the length of \overline{AT} is 8 units. Point A is located at -2. On the number line provided, label the possible location(s) of point M if M is the midpoint of \overline{AT} .



2. The equation of line n in the standard coordinate plane is $3x + 4y = 12$. Line p exists such that $p \perp n$. Explain how you would determine the slope of p using complete sentences.

3. \overline{RT} is a straight angle in the diagram below. Write a fully simplified expression, in degrees, that represents $m\angle RPQ$ if $m\angle TPQ$ is equivalent to $(7x + 100)^\circ$. Show all work.

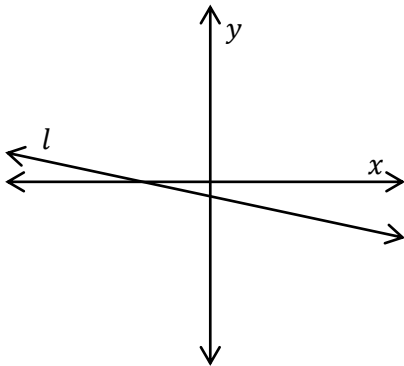


4. On an Algebra I exam, a student was asked to solve the following equation $4(2x + 3) = 10 - 3x$ for the variable x while providing a reason for each step of the solving process. The student turned in this solution:

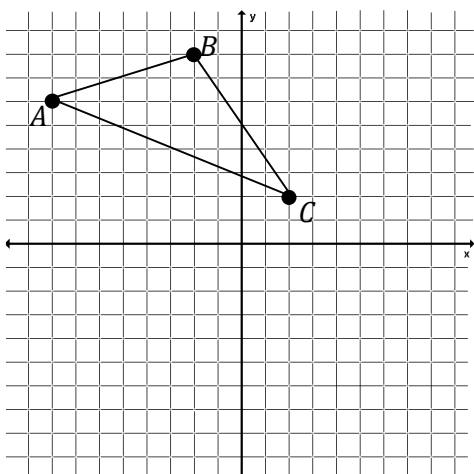
Step	Math	Reasoning
1	$4(2x + 3) = 10 - 3x$	I rewrote the original problem
2	$8x + 12 = 10 - 3x$	I distributed the "4" to the "2x" and the "+3"
3	$5x + 12 = 10$	I combined the like terms that had "x" values.
4	$5x = -2$	I subtracted 12 on both sides of the equation to isolate the "x"
5	$x = -\frac{2}{5}$	I divided "5" on both sides of the equation to get the "x" by itself.

Identify the student's error in solving this problem and explain why it was an error. Write in complete sentences.

5. Write one possible equation for line l below. Defend each part of your equation using appropriate mathematic terms. Assume that the x-axis and y-axis are on the same scale. Write in complete sentences.



6. $\triangle ABC$ is drawn on the coordinate plane below. Line l passes through the midpoint of \overline{AB} and the midpoint of \overline{BC} . What is the equation of line l ? Assume the x-axis and the y-axis both have a scale of 1.



**STOP! THIS IS THE END OF TEST 2.
DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.**

TEST 3 SCIENCE: 10.1 OPEN-ENDED RESPONSE TEST

DIRECTIONS: Answer the following questions using the information provided. Calculators may be used.

Scientists use many extensive and intensive properties to describe substances. Density, an intensive property, helps scientists determine how a substance will behave under various conditions, and interact with other substances. The density of a material is defined as that material's mass per unit volume. Mathematically, density is defined as mass (m) divided by volume (V).

$$\text{Equation 1: } D = \frac{m}{V}$$

1. Quantitative Reasoning (1 point)

Complete Table 1 by finding the density of each material. You will round your answer to the nearest hundredth (two decimal places).

Table 1				
Material	Physical State	Mass (g)	Volume (mL)	Density (g/mL)
Gold	Liquid	63.70	3.70	
Gold	Solid	63.70	3.30	
Aluminum	Liquid	9.29	3.90	
Aluminum	Solid	9.29	3.44	
Acetone	Liquid	11.06	14.00	
Acetone	Solid	11.06	12.30	

2. Data Evaluation (3 points)

In class, students learned that gases are usually less dense than solids or liquids, with only a few exceptions. When examining the data in Table 1, what can we determine about the density of the physical states of solids versus liquids? Use numerical evidence to explain your reasoning.

3. Claim-Evidence-Reasoning (5 points)

Density can be used to determine the buoyancy of a substance. Buoyancy is the ability of a solid substance to float on either a liquid or a gas. When a sample of solid sodium is dropped into a container of liquid sodium, the solid sodium sinks to the bottom of the container.

A student noticed that during very cold winters, ice forms. When the ice forms, does it sink to the bottom of a lake, as solid sodium sinks in liquid sodium? Use *Equation 1*, Table 1, Table 2 or the passage to construct a claim supported by evidence and explained using scientific reasoning.

Material	Physical State	Density (g/mL)
Water	Liquid	1.01
Water	Solid	0.92
Sodium	Liquid	0.927
Sodium	Solid	0.968

4. Scientific Inquiry (3 points)

Briefly describe two relevant tools scientists must have used in order to *collect* the data shown in Table 1. Be sure to name each tool, and describe the specific measurement the scientist would have taken with each tool.



NOBLE

OER Rubrics & Exemplars

10.1

READING & ENGLISH 9-10 OER RUBRIC

		MASTERY	PROFICIENT	DEVELOPING	NOT EVIDENT
		3	2	1	0
CLAIM		<ul style="list-style-type: none"> Introduces a clear and reasonable claim that reflects advanced understanding 	<ul style="list-style-type: none"> Introduces a clear and reasonable claim that reflects adequate student understanding 	<ul style="list-style-type: none"> Introduces a claim that reflects limited understanding 	<ul style="list-style-type: none"> Does not introduce a claim OR introduces a claim that reflects lack of student understanding
		<ul style="list-style-type: none"> Elements of a 2-point prompt plus some element of progression of text from beginning to end, an element of abstract concept, or a richer understanding of the text 	<ul style="list-style-type: none"> Author progresses theme by using <rhetoical device> to allow the reader to see the isolation Reflects understanding of how devices work 	<ul style="list-style-type: none"> Mentions author, isolation, devices, and purpose, but just regurgitates prompt Omits one of the above items from the claim 	<ul style="list-style-type: none"> No real claim is present A lack of understanding of both the text and the prompt in a claim that is present
CONTENT		<ul style="list-style-type: none"> Cites strong and thorough textual evidence to support claim 	<ul style="list-style-type: none"> Cites adequate, relevant textual evidence to support claim 	<ul style="list-style-type: none"> Cites evidence that does not support claim 	<ul style="list-style-type: none"> Does not include textual evidence
		<ul style="list-style-type: none"> Includes the most relevant evidence in the passage (church scene, Tess being out of society, the figurative language about nature haunting her, concluding statement about Guilt and Innocence 	<ul style="list-style-type: none"> Consistent relevance to the topic of Tess’s isolation, either in the church scene or in nature, or both 	<ul style="list-style-type: none"> Limited number of quotations; some of the quotations not relating to the topic of Tess’s isolation 	<ul style="list-style-type: none"> (see above)
DEVELOPMENT		<ul style="list-style-type: none"> Demonstrates how the evidence supports the claim with subtle inferences and advanced understanding 	<ul style="list-style-type: none"> Demonstrates how the evidence supports the claim with adequate inferences and understanding (may have logical lapses) 	<ul style="list-style-type: none"> Demonstrates how the evidence supports the claim with limited inferences and understanding (includes logical lapses) 	<ul style="list-style-type: none"> Does not demonstrate how the evidence supports the claim

ORGANIZATION	<ul style="list-style-type: none"> Close reading of a quotation with clear understanding of the device the author uses and how the author uses that device to develop the character 	<ul style="list-style-type: none"> Linking of evidence to claim about isolation with surface-level reasoning without effectively pulling out specific parts of a quotation or unpacking how the device works 	<ul style="list-style-type: none"> Application of evidence to claim about isolation without any real reasoning 	<ul style="list-style-type: none"> Basic paraphrasing of evidence, but no connection to the claim
	<ul style="list-style-type: none"> Organizes ideas and establishes clear relationships within paragraphs and the essay as whole 	<ul style="list-style-type: none"> Formulaically organizes ideas and establishes clear relationships within paragraphs and the essay as whole 	<ul style="list-style-type: none"> With some lapses in logic, organizes ideas and establishes relationships within paragraphs and the essay as whole 	<ul style="list-style-type: none"> Does not organize ideas or establish relationships within paragraphs and the essay as whole
	<ul style="list-style-type: none"> Complete organization even if the student has not finished the essay (e.g. no complete conclusion) Understanding that Hardy uses different tools to portray Tess's isolation in different ways in the text (in church vs. in nature) 	<ul style="list-style-type: none"> Organized paragraphs that all focus on Tess's isolation, but no nuanced relationships between different ideas from one paragraph to the next 	<ul style="list-style-type: none"> Essays that follow the chronology of the passage without actually organizing different ideas 	<ul style="list-style-type: none"> A simple listing of different ideas related to isolation
LANGUAGE	<ul style="list-style-type: none"> Uses sophisticated language appropriate for audience and purpose (formal style and objective tone) Establishes writer's voice 	<ul style="list-style-type: none"> Uses clear language appropriate for audience and purpose (formal style and objective tone) 	<ul style="list-style-type: none"> Uses simplistic language and inconsistently maintains a formal style and objective tone 	<ul style="list-style-type: none"> Informal, unclear language throughout writing
	<ul style="list-style-type: none"> Masterful use of literary devices. Consistent use of sophisticated language 	<ul style="list-style-type: none"> (see above) 	<ul style="list-style-type: none"> Not enough evidence of consistently objective tone and language 	<ul style="list-style-type: none"> (see above)
CONVENTIONS	<ul style="list-style-type: none"> Correctly uses complex conventions of usage and mechanics 	<ul style="list-style-type: none"> Minor errors in conventions of usage and mechanics OR consistent use of simplistic conventions 	<ul style="list-style-type: none"> Patterns of errors in conventions of usage and mechanics 	<ul style="list-style-type: none"> Multiple, consistent errors in conventions of usage and mechanics
	<ul style="list-style-type: none"> (see above) 	<ul style="list-style-type: none"> (see above) 	<ul style="list-style-type: none"> (see above) 	<ul style="list-style-type: none"> (see above)

10.1 READING & ENGLISH OER SAMPLE RESPONSES.

10.1 Open Ended Response Question: *Read the excerpt from Tess of the D'Urbervilles. In several well developed paragraphs, analyze how the author uses imagery, figurative language, word choice, and indirect characterization to develop Tess's isolation. Use evidence from the text.*

10.1 Final Exemplar

Isolation is an experience in antipathy to human nature; for this reason, diverse authors have sought to explain and describe experience of isolation through literature. In the passage from *Tess of the D'Urbervilles*, Hardy develops Tess's isolation from society by describing her social interactions, her reliance on nature as a retreat from society, and her own psychological state. Hardy first describes Tess's return to church, detailing the responses of other churchgoers to the protagonist's presence. Then, Hardy signals Tess's second attempt to find solace in nature, not among her community, after admiring nature from her solitary bedroom. Later in the passage, Hardy cements the totality of Tess's isolation as he describes her perception of nature as antagonizing.

As the passage begins, the reader is made aware that Tess has already undergone a devastating event and is now only "reviving" slightly. She takes the first steps toward reintegrating into society by attending a church service. However, when she joins the congregation, she is met with cold shoulders. Tess sequesters herself in an out-of-the-way location where only the elderly sit, in order to avoid too much attention. Yet, when she is seen by the other parishioners, she can tell that they are gossiping about her: "She knew what their whispers were about, grew sick at heart, and felt that she could come to church no more." Tess realizes that her attempt to rejoin society was a failure and that she will no longer be comfortable around the people in her community because of the way they now treat her, avoiding her and gossiping about her. Hardy's description of the other characters' actions toward Tess introduces his readers to an understanding of Tess's pain and despondency.

Because of her cold reception by her neighbors, Tess retreats into nature. Hardy continues to develop the readers' understanding of Tess's isolation through his descriptions of the nature she surrounds herself with. Even the hills and dales that she walks on are described as "lonely." She walks alone among shadows, with only trees as her companions. Hardy says that Tess chooses the exact moment between day and night to take her walks: this period of dusk evokes a sense of loneliness because it is a time when people end their day-time activities and nocturnal animals begin their exertions, but Tess is a part of neither. Hardy also uses personification to amplify how nature seems to mimic Tess's sense of loneliness while she is on her walks. He writes, "the midnight airs and gusts, moaning ... were formulae of bitter reproach." Tess even experiences the blowing wind of the evening air to be condemnatory. Not only have the people in her community rejected her, but seemingly, nature itself judges her and has no companionship to offer her.

Finally, Hardy pushes the description of Tess's isolation even further, to the corners of her mind. She was not only condemned by society but by her own consciousness. Tess is isolated in that she is trapped in a dark mental world of her own making. She feels afraid and rejected not only by people but also by nature. Yet Hardy explains that this perception that the terrain she walked and the creature she encountered held her in moral judgment was a "sorry and mistaken creation of Tess's fancy" that isolated her further because it trapped her in a despondent perspective, all of her own making, in which she "looked upon herself as a figure of Guilt intruding into the haunts of Innocence." Hardy takes his readers through this logical progression to show how a woman who experiences actions of rejection from other people begins to see herself as isolated from all parts of her world and spirals into an isolating mental state.

Tess's isolation is a developing retreat, retreating from the congregation to the back of the church, retreating to her bedroom, to lonely hills, and finally retreating to a lonely place in her mind where she is riddled with guilt and self-judgment. Hardy's study into isolation, using character interaction, imagery, and figurative speech, shows the devastating effects of social isolation on a human being.

Additional Exemplars to provide added guidance to teachers/graders

Additional Exemplar I.

Thomas Hardy presents Tess as a character recovering from an incident that has displaced her from society. He first describes Tess's return to church, detailing the responses of other churchgoers to the protagonist's presence. Then, Hardy signals Tess's second attempt to find solace in nature, not among her community, after admiring nature from her solitary bedroom. Later in the passage, Hardy cements the totality of Tess's isolation as he personifies nature as antagonizing Tess's presence on her evening walks in the countryside. While Hardy first portrays the theme of Tess's isolation through Tess's interactions with other characters, he ultimately presents a more intense form of isolation through figurative language, embodying nature as even more judgmental than human society. In both cases, though, Hardy depicts Tess as an isolated character seeking community but actually condemning herself to further isolation her different communities first seem to turn on her.

Hardy starts by presenting Tess as a character who seeks isolation from human society, and whose isolation is confirmed by the actions of those around her. Early in the passage, Hardy explicates Tess's goals through parallel infinitive phrases: "To be as much out of observation as possible for reasons of her own, and to escape the gallantries of the young men." Hardy opens his description of Tess at church with these two infinitives to emphasize that Tess herself seeks isolation. Tess wants to avoid the attention of others, so she "set out before the chiming began" and "took a back seat below the gallery." Both physically and temporally, Tess separates herself from others even amid her reintroduction to society.

Later in the church scene, Hardy adds to Tess's goals and actions with the standoffish behavior of the anonymous churchgoers and Tess's assumptions of their unheard whispers. Hardy first characterizes the other churchgoers as approaching Tess "as if they were praying;" later in the service, "they whispered to each other." Their basic actions could be mistaken for regular church behavior; however, Hardy reveals that their ultimate purpose is to observe and gossip about Tess. Tess mentally confirms this in her mind, which completes her isolation from society: "She knew what their whispers were about, grew sick at heart, and felt that she could come to church no more." Hardy's series of predicates moves swiftly through this process of Tess's knowledge to indicate that Tess's isolation from church society is, for her, a foregone conclusion. While she attempts a return to church, she expects to be judged there; when she is judged, she decides to isolate herself completely henceforth.

After concluding Tess's isolation from church, Hardy turns to focus on her mental processes during her walks in nature; nature initially provides Tess with communion, not isolation, albeit in non-human form. Hardy first ironically characterizes Tess seeming "least solitary" "when out in the woods" "after dark." Hardy inverts the stereotype of the lonely wanderer in nature by allowing Tess to find comfort and community during her solitary walks, largely through her perception of balance in nature: "She knew how to hit to a hair's-breadth that moment of evening when the light and the darkness are so evenly balanced that the constraint of day and the suspense of night neutralize each other, leaving absolute mental liberty." Here, Hardy details how Tess processes nature's stimulæ, suggesting that Tess balances out the intensities of nature to achieve an ideal state: "absolute mental liberty." Although still physically and socially isolated from human company, Tess is now attuned to the nuances of nature's processes. Hardy contrasts this with her social distance from her fellow churchgoers; in church, she could not hear what others were whispering but guessed at its meaning and cut herself off further while here, her mental and emotional state correlate positively with her surroundings.

Finally, Hardy inverts nature's soothing effects on Tess by figuratively intensifying them through Tess's imagination. Hardy begins this process by intensifying Tess's sense of community with nature: "her flexuous and stealthy figure became an integral part of the scene." Hardy's short sentence could indicate that Tess has found a solution to isolation in nature. However, he soon shows how community of any kind for Tess leads to her perception of ostracism and, ultimately, her renewed isolation. Hardy achieves this mental process through

personification, transforming different elements of nature in Tess's mind into the tools of isolation she also would have experienced at church. "Midnight airs and gusts" become "formulae of bitter reproach," akin to the whispers that drove Tess from church. "A wet day was the expression of irremediable grief at her weakness," a grief felt by some God-like entity that should again remind us of Tess's experience in church. Hardy concludes the passage by stating that "she looked upon herself as a figure of Guilt intruding into the haunts of Innocence." Hardy capitalizes "Guilt" and "Innocence" to intensify Tess's experience to such a magnitude to suggest comparisons with a post-lapsarian Eve's feeling of isolation in the Garden of Eden. Crucially, Hardy originates this isolation in Tess's self-perception. She "looked up herself" this way; this feeling is not confirmed by another.

In nature, though, unlike in church, Hardy emphasizes Tess's isolation as "a sorry and mistaken creation of Tess's fancy." So while Hardy seems to create for Tess similar moments of attempted community that end in renewed isolation, he distinguishes between church and nature. In church, Tess isolates herself by arriving early and sitting separately from others. When those others whisper about her, she becomes upset and further isolates herself. Hardy neither reveals the true content of the whispers nor asserts that Tess is wrong to assume they are about her. However, when Tess turns to nature, Hardy suggests that her communion therein is authentic, but her feelings of judgment and isolation are erroneous figments of imagination. Thus, Hardy portrays an isolated character destined to further isolate herself whenever a possibility of community arises.

Additional Exemplar II.

Thomas Hardy introduces readers to Tess in this excerpt from *Tess of the D'Urbervilles* as a character recovering from a major life's event that has left her vulnerable and insecure. At the beginning of the excerpt, Tess feels isolated and exposed at church, even though she is surrounded by a vast number of people. As the reader moves through the text, Tess escapes the magnitude of her discomfort and tries to find solace through nature, but unfortunately faces rejection from the natural elements of society as well. In order to emphasize the weight of Tess' isolation, Hardy uses word choice to highlight Tess' isolation from human society and imagery to illustrate her separation from natural society.

Hardy introduces Tess to the readers by describing her resistance to human interactions. After her major life event, Tess has chosen to remove herself from people. Tess is attempting to attend church after a severe bout of depression. Hardy informs readers of the enormity of her depression by stating, "She revived sufficiently in the last few weeks to show herself." Even though Tess seeks solace from church, she does not seek relief from people. Hardy uses two specific phrases that highlight her reticence and self-imposed isolation. "To be as much out of observation as possible, and to escape the gallantries of men," confirms her desire to limit human interactions. Additionally, when Tess takes "a back seat under the gallery here only old men and women sit," Hardy stresses Tess' isolation.

As the reader moves through the church scene, Tess' insecurities are heightened and ultimately her isolation intensifies.

10.1 MATH OER RUBRIC & SAMPLE RESPONSES

Q#	Standard	2	1	0
1	G.GPE.B.6: Find the point on a directed line segment between the two given points that partitions the segment in a given ratio.	<p>Student identifies the possible locations of the point M at -6 and 2 on the number line.</p> <p>Exemplar Response: The locations of Point T could be at either -10 or 6 and the segment AT would still be 8 units long. The midpoint if T is at -10 would be at -6 and the midpoint if T is 6 would be at +2.</p>	<p>Student identifies either of the possible values for point M (-6 or 2).</p> <p>-OR-</p> <p>Student identifies both correct possible locations for point T (-10 and 6), but does not locate the possible values of the midpoint.</p> <p>-OR_</p> <p>Student does identify both correct locations of M algebraically, but makes number line error.</p>	<p>Student identifies one potential location for point T (-10 or 6)</p> <p>-OR-</p> <p>Student has any other incorrect response.</p>
2	G.GPE.B.5: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g. find the equation of a line parallel or perpendicular to a given line that passes through a given point.	<p>Student explains that the slope of the line n needs to be found in a mathematically appropriate way (such as finding slope intercept form, using standard form, etc). AND Student explains how they would find the slope of a perpendicular line in a mathematically appropriate way. (No calculations required).</p> <p>Exemplar: First, you would have to determine the slope of line n by converting the standard form equation into slope-intercept form. Once you have calculated the slope, you know that the perpendicular slope is the opposite reciprocal of that slope and would be the slope of p.</p>	<p>Student identifies the slope as $\frac{4}{3}$ with no explanation of process given.</p> <p>-OR-</p> <p>Student writes about only one part of the two parts of the two point answer. (i.e. doesn't address the perpendicular aspect).</p>	<p>Any response that is not represented by a 2 or 1 point answer.</p>

3	7.G.B.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.	$(80 - 7x)$ -OR- $(-7x + 80)$	Student assigns the variable x to $m\angle RPQ$ and determines $m\angle RPQ$ is 10 degrees, still establishing that a linear pair is equal to 180 degrees. -OR- Student makes a minor algebraic mistake in writing his/her expression, (i.e. adds 100 and gets $(-7x + 280)^\circ$ or adds $7x$ to both sides and gets $(7x + 80)^\circ$.	Student does not establish that a linear pair is 180 degrees. -OR- Student sets up an equation giving $m\angle RPQ$ the variable x , but does not solve it correctly.
		Exemplar Response: $m\angle RPQ + m\angle TPQ = 180$ $m\angle RPQ + 7x + 100 = 180$ $m\angle RPQ + 7x = 80$ $m\angle RPQ = 80 - 7x$		
Q#	Standard	2	1	0
4	8.EE.C.7.B Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	Student discusses the fact that like terms cannot be combined across the equals sign -OR- The student failed to correctly use the inverse operation of $8x$ or $-3x$ to both sides.	Answer fails to use appropriate vocabulary (such as inverse operations or combining like terms across the equal sign) -OR- Student just lists the error and does not discuss why this is an error.	Explanation is incorrect or otherwise off topic. -OR- Student correctly solves the equation, but does not answer the questions as given.
		Exemplar Response 1: The student's error was that she combined like terms when the like terms were on opposite sides of the equal sign. Like terms can only be combined with each other when they are on the same side of equal sign. Exemplar Response 2: The student's error was that he did not use inverse operations between steps 2 and 3. He should have started by adding $3x$ to both sides to ensure that all x terms were canceled on the right side of the equation. After that, the student should have subtracted 12 on both sides of the equation as subtracting 12 ensures that all constants were canceled on the left side of the equation.		

5	<p>A.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p>	<p>The slope of the equation is in the range of $(-1,0)$ with an explanation that the change in the horizontal (x) is greater than the change in the vertical (y) and the line moves down to the right, so the slope must be a fraction between 0 and -1.</p> <p>-OR-</p> <p>Student references that the line is less steep than the line $y = -x$, and therefore would have a slope less than zero, but still greater than -1.</p> <p>-AND- The y-intercept is any negative number because the line crosses the y-axis is below the x-axis.</p>	<p>The slope of the equation is between $(0,1)$ with an explanation that the change in the horizontal (x) is greater than the change in the vertical (y) so the slope must be a fraction between 0 and 1 with a negative y-intercept.</p> <p>-OR-</p> <p>The y-intercept is any negative number with an explanation that the y-intercept is below the x-axis, so it must be negative, but only has one part of the slope correct (either negative, but less than -1 or between 0 and 1)</p> <p>-OR-</p> <p>Student correctly answers for two of three parts of the equation (negative slope, slope that is between $(-1, 0)$ and/or y-intercept is negative).</p>	<p>Student only writes an equation in response to the question.</p> <p>-OR-</p> <p>Student only has one of three parts to the correct answer (negative slope, between -1 and 0 or negative y-intercept).</p>
<p>Exemplar Response: $y = -\frac{1}{3}x - 2$. The slope must be negative because the line moves down to the right. The change in y is smaller than the change in x, so the slope must be a fraction less than 1. The y-intercept must be negative because the line crosses the y-axis below the x-axis, which means the y-intercept must be negative.</p>				
6	<p>G.GPE.B.6: Find the point on a directed line segment between the two given points that partitions the segment in a given ratio.</p>	<p>$y = -\frac{2}{5}x + 5$ or $5y + 2x = 25$ or any equivalent equation.</p>	<p>Student identifies the midpoint of AB as $(-5, 7)$ AND identifies the midpoint of BC as $(0, 5)$, but does not determine the equation of line ℓ.</p> <p>-OR-</p> <p>Student makes an error in determining the midpoints, but writes a correct equation given the points identified.</p>	<p>Student makes an error in both the determining of midpoints and determining of the equation of line ℓ.</p>
<p>Exemplar Response: The equation of line ℓ as $y = -\frac{2}{5}x + 5$ or $5y + 2x = 25$ or any equivalent equation.</p>				

10.1 Science OER Rubric

Science Practices	2.2—The student can apply mathematical routines to quantities that describe natural phenomena. 4.2—The student can design a plan for collecting data to answer a particular scientific question. 5.1—The student can analyze data to identify patterns or relationships. 6.2—The student can construct explanations or phenomena based on evidence produced through scientific practices.
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1. Quantitative Reasoning (1 point)

- **1 point if ALL values in the table are correct: 17.22, 19.30, 2.38, 2.70, 0.79, 0.90**
- ½ point if 1 or 2 values are incorrect.
- **0** points if more than 2 values are incorrect.
- If all responses are otherwise correct but student made a rounding error, student should receive ½ **pt.**

2. Data Evaluation (3 points)

- **1 point for a correct relationship**
 - Solids have a greater density than liquids
OR
 - Liquids have a lower density than solids
- **1 points for evidence**
 - Citing the density of both the solid and the liquid for any *one* substance
 - solid *and* liquid density of acetone OR
 - solid *and* liquid density of gold OR
 - solid *and* liquid density of aluminum
- 1 point for reasoning
 - Stating that the solid form of the substance (the same they used as evidence) has a greater density than the liquid form of the substance
OR
 - the liquid form of the substance (the same they used as evidence) has a lower density than the liquid form of the substance
AND
 - The same is true for all other substances shown in Table 1
- For an otherwise correct response 1 point will be deducted for missing units whether missed once or multiple times.

3. Claim-Evidence-Reasoning (5 points)

- **1 point for a correct scientific claim**
 - Ex: Over time, the ice will not sink to the bottom of the lake.
 - Ex: Over time, the ice will sink to the bottom of the lake.
- **2 points for evidence**
 - ½ point for the density of liquid water and density of solid water
 - ½ point for the density of liquid sodium and density of solid sodium
 - 1 point for stating solid sodium sinks in liquid sodium
- **2 points for reasoning**
 - 1 point for “solid water is less dense than liquid water” OR “liquid water is more dense than solid water”
 - 1 point for stating the scientific principle “a substance that is more dense will sink while a less dense substance will float” OR “a substance that is more dense will sink” OR “a substance that is less dense will float.”
- For an otherwise correct response 1 point will be deducted for missing units whether missed once or multiple times.

4. Scientific Inquiry (3 points)

Notes:

1. Tools: (1 point)

- The tools listed must be tools used to collect data. A calculator does not collect data; thus, it is NOT A relevant tool.
- The two tools must be used to collect two different measurements. A student cannot list a scale *and* a balance because both measure mass.

2. Measurements: (1/2 point for each measurement for a total of 1pt)

- Refers to the specific measurement the tool takes. For example a ruler *measures* length, width, and height which are then used to *calculate* volume. A common misconception will be ruler to measure volume.

3. Responses:

- Should be written in complete sentences for full credit. (i.e: A scale must have been used to measure mass).
- Otherwise correct responses not written in complete sentences will receive a -1 point overall.

4. How to read the table below

- The left identifies all the possible tools that could take the measurements to the right.
- If the list of measurements are on one line a student must list all of those measurements for that one instrument to receive the 1/2 point for measurement

Tool (1 point for each)	Measurement (1/2 point for each)
Scale Balance	Mass
Graduated Cylinder with known amount of liquid	Final Volume and Initial Volume
Measuring Cup Pipette/Syringe Graduated Cylinder	Volume
Ruler Measuring Tape Caliper	Length, Width and Height

10.1 Science OER Sample Responses

1.

Material	Physical State	Mass (g)	Volume (mL)	Density g/mL
Gold	Liquid	63.70	3.7	17.21
Gold	Solid	63.70	3.3	19.30
Aluminum	Liquid	9.29	3.9	2.30
Aluminum	Solid	9.29	3.4	2.78
Acetone	Liquid	11.06	12.0	0.79
Acetone	Solid	11.06	12.3	0.90

[1 point]

2. The density of a substance is greater in the solid state than in the liquid state. The density of solid Gold (19.30 g/mL) is greater than the density of liquid Gold (17.21 g/mL) and the same is true for both Acetone and Aluminum.

[3 points]

3. The ice will not sink to the bottom of the lake. In the example given, solid sodium sinks in liquid sodium. According to Table 2, solid sodium's density (0.968 g/mL) is greater than liquid sodium's density (0.927 g/mL). Thus, a solid will sink if its density is greater than the density of a liquid, and a solid will float if the density of a solid is less than the density of a liquid. In the case of the lake, the ice will float on top because solid water has a lower density than liquid water as shown in Table 2: solid water 0.92 g/mL and liquid water 1.01 g/mL.

[5 points]

4. A scale to measure the mass of both the liquid and solid substances. A graduated cylinder to measure the volume of a liquid.

[3 points]

ACT Map - Form 0861B

Item #	Correct Answer	Subject	Category	CRS #	CRS
1	C	English	SS	SST 601	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence
2	H	English	S	WCH 503	Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
3	A	English	GU	COU 401	Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to).
4	J	English	O	OUC 501	Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., therefore,
5	A	English	P	COP 401	Use commas to set off simple parenthetical phrases
6	H	English	S	WCH 401	Delete redundant material when information is repeated in different parts of speech
7	D	English	SS	SST 501	Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with
8	G	English	O	OUC 401	Use conjunctive adverbs or phrases to express straightforward logical relationships
9	B	English	S	WCH 402	Use the word or phrase most consistent with the style and tone of a fairly straightforward essay.
10	F	English	GU	COU 601	Correctly use reflexive pronouns, the possessive pronouns its and your, and the relative pronouns who and whom.
11	B	English	SS	SST 302	Decide the appropriate verb tense and voice by considering the meaning of the entire sentence.
12	H	English	P	COP 503	Use apostrophes to indicate simple possessive nouns.
13	B	English	SS	SST 502	Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.
14	J	English	O	OUC 502	Rearrange sentences in a fairly uncomplicated paragraph for the sake of logic
15	B	English	St	TOD 702	Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay
16	H	English	P	COP 402	Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated
17	B	English	P	COP 601	Use commas to set off a nonessential/nonrestrictive appositive or clause
18	F	English	P	COP 603	Use an apostrophe to show possession, especially with irregular plural nouns
19	C	English	GU	COU 402	Ensure that a verb agrees with its subject when there is some text between the two.
20	F	English	S	WCH 503	Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
21	A	English	S	WCH 301	Delete obviously wordy and synonymous material in a sentence.
22	H	English	St	TOD 503	Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement.
23	B	English	P	COP 302	Delete commas that disturb sentence flow
24	F	English	GU	COU 402	Ensure that a verb agrees with its subject when there is some text between the two.
25	B	English	O	OUC 401	Use conjunctive adverbs or phrases to express straightforward logical relationships
26	H	English	GU	COU 301	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb
27	D	English	O	OUC 701	Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic
28	J	English	St	TOD 502	Delete material primarily because it disturbs the flow and development of a paragraph
29	C	English	GU	COU 301	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb
30	J	English	SS	SST 301	Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences.
31	B	English	P	COP 401	Use commas to set off simple parenthetical phrases
32	H	English	SS	SST 401	Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or
33	A	English	O	OUC 501	Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., therefore,
34	J	English	St	TOD 702	Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay
35	B	English	S	WCH 301	Delete obviously wordy and synonymous material in a sentence.
36	F	English	P	COP 301	Provide appropriate punctuation in straightforward situations.
37	B	English	St	TOD 602	Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express

38	G	English	St	TOD 601	Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability
39	A	English	S	WCH 503	Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
40	H	English	SS	SST 601	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence
41	B	English	P	COP 401	Use commas to set off simple parenthetical phrases
42	H	English	S	WCH 301	Delete obviously wordy and synonymous material in a sentence.
43	C	English	GU	COU 401	Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to).
44	F	English	O	OUC 502	Rearrange sentences in a fairly uncomplicated paragraph for the sake of logic
45	D	English	St	TOD 701	Determine whether a complex essay has accomplished a specific purpose
46	J	English	P	COP 603	Use an apostrophe to show possession, especially with irregular plural nouns
47	A	English	P	COP 701	Use a colon to introduce an example or elaboration
48	H	English	SS	SST 401	Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or
49	D	English	GU	COU 601	Correctly use reflexive pronouns, the possessive pronouns its and your, and the relative pronouns who and whom.
50	F	English	S	WCH 301	Delete obviously wordy and synonymous material in a sentence.
51	D	English	GU	COU 301	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb
52	J	English	S	WCH 301	Delete obviously wordy and synonymous material in a sentence.
53	B	English	SS	SST 601	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence
54	J	English	St	TOD 402	Determine the relevancy when presented with a variety of sentence-level details
55	D	English	S	WCH 301	Delete obviously wordy and synonymous material in a sentence.
56	F	English	GU	COU 402	Ensure that a verb agrees with its subject when there is some text between the two.
57	C	English	SS	SST 401	Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or
58	G	English	GU	COU 301	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb
59	D	English	GU	COU 501	Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences
60	H	English	St	TOD 701	Determine whether a complex essay has accomplished a specific purpose
61	B	English	S	WCH 402	Use the word or phrase most consistent with the style and tone of a fairly straightforward essay.
62	J	English	SS	SST 501	Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with
63	A	English	P	COP 502	Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g. between the elements of
64	J	English	SS	SST 502	Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.
65	B	English	S	WCH 402	Use the word or phrase most consistent with the style and tone of a fairly straightforward essay.
66	J	English	O	OUC 603	Add a sentence to introduce or conclude a fairly complex paragraph.
67	D	English	S	WCH 301	Delete obviously wordy and synonymous material in a sentence.
68	F	English	SS	SST 601	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence
69	D	English	O	OUC 401	Use conjunctive adverbs or phrases to express straightforward logical relationships
70	H	English	SS	SST 601	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence
71	A	English	St	TOD 601	involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to
72	H	English	GU	COU 601	Correctly use reflexive pronouns, the possessive pronouns its and your, and the relative pronouns who and whom.
73	D	English	S	WCH 601	Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English
74	F	English	SS	SST 302	Decide the appropriate verb tense and voice by considering the meaning of the entire sentence.
75	C	English	St	TOD 601	Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability

ACT Map - Form 0861B

Item #	Correct Answer	Subject	Category	CRS #	CRS
1	A	Math	EA	XEI 401	Evaluate algebraic expressions by substituting integers for unknown quantities
2	H	Math	PA	BOA 401	Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added,
3	B	Math	EA	XEI 502	Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and
4	G	Math	PA	NCP 301	Recognize one-digit factors of a number
5	D	Math	PA	BOA 401	Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added,
6	H	Math	PA	BOA 401	Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added,
7	B	Math	PA	NCP 401	Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification,
8	J	Math	PG	MEA 401	Compute the area and perimeter of triangles and rectangles in simple problems
9	D	Math	PG	PPF 402	Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90, 180, and 360)
10	H	Math	PG	MEA 302	Compute the area of rectangles when whole number dimensions are given
11	A	Math	PA	BOA 401	Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added,
12	H	Math	EA	XEI 405	Multiply two binomials
13	E	Math	CG	GRE 401	Locate points in the coordinate plane
14	F	Math	PA	BOA 501	Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent
15	E	Math	EA	NCP 604	Apply Rules of Exponents
16	H	Math	EA	XEI 301	Substitute whole numbers for unknown quantities to evaluate expressions
17	E	Math	PG	PPF 501	Use several angle properties to find an unknown angle measure
18	G	Math	IA	NCP 702	Exhibit knowledge of logarithms and geometric sequences
19	E	Math	EA	XEI 404	Perform straightforward word-to-symbol translations
20	G	Math	PG	PPF 602	Use the Pythagorean Theorem
21	D	Math	IA	NCP 506	Work problems involving positive integer exponents
22	G	Math	PA	XEI 403	Solve routine first-degree equations
23	A	Math	IA	XEI 606	Find solutions to systems of linear equations
24	F	Math	EA	XEI 601	Manipulate expressions and equations
25	D	Math	PA	BOA 301	Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent
26	J	Math	IA	NCP 702	Exhibit knowledge of logarithms and geometric sequences
27	D	Math	CG	GRE 601	Interpret and use information from graphs in the coordinate plane
28	G	Math	CG	GRE 502	Determine the slope of a line from points or equations (PLAN and ACT only)
29	E	Math	PG	PPF 501	Use several angle properties to find an unknown angle measure

30	G	Math	PG	MEA 502	Compute the area and circumference of circles after identifying necessary information
31	B	Math	PG	MEA 401	Compute the area and perimeter of triangles and rectangles in simple problems
32	F	Math	T	FUN 602	Apply basic trigonometric ratios to solve right-triangle problems
33	C	Math	CG	GRE 603	Use the distance formula
34	G	Math	CG	GRE 403	Exhibit knowledge of slope (PLAN and ACT only)
35	E	Math	EA	XEI 601	Manipulate expressions and equations
36	G	Math	EA	XEI 602	Write expressions, equations, and inequalities for common algebra settings
37	A	Math	IA	XEI 505	Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)
38	F	Math	T	FUN 602	Apply basic trigonometric ratios to solve right-triangle problems
39	C	Math	PG	PPF 501	Use several angle properties to find an unknown angle measure
40	J	Math	PG	PPF 702	Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections
41	C	Math	PA	PSD 401	Calculate the missing data value, given the average and all data values but one
42	H	Math	CG	GRE 605	Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a
43	A	Math	CG	GRE 504	Find the midpoint of a line segment
44	J	Math	PG	MEA 501	Compute the area of triangles and rectangles when one or more additional simple steps are required
45	B	Math	PG	MEA 402	Use geometric formulas when all necessary information is given
46	H	Math	IA	PSD 304	Perform computations on data from tables and graphs
47	D	Math	PA	PSD 502	Manipulate data from tables and graphs
48	F	Math	IA	GRE 601	Interpret and use information from graphs in the coordinate plane
49	E	Math	CG	PSD 602	Interpret and use information from figures, tables, and graphs
50	J	Math	CG	GRE 601	Interpret and use information from graphs in the coordinate plane
51	E	Math	PG	PPF 601	Apply properties of 30-60-90, 45-45-90, similar, and congruent triangles
52	K	Math	T	FUN 602	Apply basic trigonometric ratios to solve right-triangle problems
53	E	Math	PG	MEA 701	Use scale factors to determine the magnitude of a size change
54	G	Math	PA	BOA 701	Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of
55	E	Math	IA	NCP 603	Apply number properties involving positive/negative numbers
56	H	Math	IA	XEI 601	Manipulate expressions and equations
57	E	Math	PA	PSD 602	Interpret and use information from figures, tables, and graphs
58	J	Math	T	FUN 702	Use trigonometric concepts and basic identities to solve problems
59	D	Math	EA	XEI 601	Manipulate expressions and equations
60	F	Math	PA	NCP 603	Apply number properties involving positive/negative numbers

ACT Map - Form 0861B

Item #	Correct Answer	Subject	Category	CRS #	CRS
1	C	Reading	MID	MID 504	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in more
2	G	Reading	GEN	GEN 402	Draw simple generalizations and conclusions using details that support the main points of more challenging passages.
3	B	Reading	GEN	GEN 402	Draw simple generalizations and conclusions using details that support the main points of more challenging passages.
4	H	Reading	MID	MID 502	Infer the main idea or purpose of straightforward paragraphs in more challenging passages.
5	A	Reading	GEN	GEN 502	Draw subtle generalizations and conclusions about characters, ideas, and so on in more challenging passages.
6	G	Reading	REL	REL 503	Identify clear relationships between characters, ideas, and so on in more challenging literary narratives.
7	D	Reading	GEN	GEN 502	Draw subtle generalizations and conclusions about characters, ideas, and so on in more challenging passages.
8	F	Reading	MID	MID 504	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in more
9	D	Reading	GEN	GEN 502	Draw subtle generalizations and conclusions about characters, ideas, and so on in more challenging passages.
10	F	Reading	REL	REL 602	Understand the dynamics between people, ideas, and so on in more challenging passages.
11	C	Reading	MID	MID 701	Identify clear main ideas or purposes of complex passages or their paragraphs.
12	F	Reading	SUP	SUP 602	Use details from different sections of some complex informational passages to support a specific point of argument.
13	D	Reading	MID	MID 603	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in virtually any
14	F	Reading	REL	REL 702	Understand the subtleties in relationships between people, ideas, and so on in virtually any passage.
15	A	Reading	GEN	GEN 701	Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information
16	G	Reading	REL	REL 703	Understand implied, subtle, or complex cause-effect relationships in virtually any passage.
17	B	Reading	REL	REL 701	Order sequences of events in complex passages.
18	J	Reading	MID	MID 603	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in virtually any
19	D	Reading	GEN	GEN 701	Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information
20	H	Reading	MID	MID 603	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in virtually any
21	D	Reading	MID	MID 504	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in more
22	H	Reading	SUP	SUP 501	Locate important details in more challenging passages.
23	A	Reading	GEN	GEN 502	Draw subtle generalizations and conclusions about characters, ideas, and so on in more challenging passages.
24	J	Reading	SUP	SUP 503	Discern which details, though they may appear in different sections throughout a passage, support important points in
25	A	Reading	SUP	SUP 702	Understand the function of a part of a passage when the function is subtle or complex.
26	G	Reading	MID	MID 601	Infer the main idea or purpose of more challenging passages or their paragraphs.
27	A	Reading	GEN	GEN 601	Use information from one or more sections of a more challenging passage to draw generalizations and conclusions
28	H	Reading	SUP	SUP 501	Locate important details in more challenging passages.
29	B	Reading	GEN	GEN 502	Draw subtle generalizations and conclusions about characters, ideas, and so on in more challenging passages.

30	H	Reading	MID	MID 504	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in more
31	A	Reading	REL	REL 601	Order sequences of events in more challenging passages.
32	J	Reading	SUP	SUP 501	Locate important details in more challenging passages.
33	B	Reading	SUP	SUP 501	Locate important details in more challenging passages.
34	H	Reading	SUP	SUP 601	Locate and interpret minor or subtly stated details in more challenging passages.
35	A	Reading	SUP	SUP 501	Locate important details in more challenging passages.
36	H	Reading	MID	MID 503	Summarize basic events and ideas in more challenging passages.
37	B	Reading	MID	MID 601	Infer the main idea or purpose of more challenging passages or their paragraphs.
38	G	Reading	SUP	SUP 501	Locate important details in more challenging passages.
39	A	Reading	SUP	SUP501	Locate important details in more challenging passages.
40	J	Reading	SUP	SUP 601	Locate and interpret minor or subtly stated details in more challenging passages.

ACT Map - Form 0861B					
Item #	Correct Answer	Subject	Category	CRS #	CRS
1	C	Science	IOD	IOD 503	Interpolate between data points in a table or graph
2	F	Science	EMI	EMI 502	Determine whether given information supports or contradicts a simple hypothesis or conclusion and why
3	A	Science	SIN	SIN 404	Identify similarities and differences between experiments
4	H	Science	IOD	IOD 504	Determine how the value of one variable changes as the value of another variable changes in a complex data presentation
5	A	Science	EMI	EMI 603	Use new information to make a prediction based on a model
6	F	Science	SIN	SIN 501	Understand the methods and tools used in a complex experiment
7	D	Science	IOD	IOD 502	Compare or combine data from a complex data presentation
8	F	Science	EMI	EMI 401	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or model
9	D	Science	IOD	IOD 502	Compare or combine data from a complex data presentation
10	H	Science	EMI	EMI 601	Select a complex hypothesis, prediction, or conclusion that is supported by a data presentation or model
11	C	Science	SIN	SIN 503	Predict the results of an additional trial or measurement in an experiment
12	H	Science	IOD	IOD 504	Determine how the value of one variable changes as the value of another variable changes in a complex data presentation
13	B	Science	IOD	IOD 502	Compare or combine data from a complex data presentation
14	J	Science	IOD	IOD 502	Compare or combine data from a complex data presentation
15	C	Science	IOD	IOD 702	Analyze given information when presented with new, complex information
16	F	Science	IOD	IOD 502	Compare or combine data from a complex data presentation
17	C	Science	EMI	EMI 504	Identify similarities and differences between models
18	J	Science	IOD	IOD 201/303	Select a single piece of data from a simple data presentation/ Find basic information in a brief body of text
19	A	Science	EMI	EMI 401	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or model
20	F	Science	EMI	EMI 501	Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
21	B	Science	IOD	IOD 303	Find basic information in a brief body of text
22	J	Science	EMI	EMI 505	Determine which models are supported or weakened by new information
23	B	Science	EMI	EMI 401	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or model
24	G	Science	EMI	EMI 401	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or model
25	D	Science	SIN	SIN 702	Predict how modifying the design or methods of an experiment will affect results
26	F	Science	IOD	IOD 506	Analyze given information when presented with new, simple information
27	B	Science	IOD	IOD 403	Translate information into a table, graph, or diagram
28	H	Science	SIN	SIN 502	Understand a complex experimental design
29	D	Science	IOD	IOD 506	Analyze given information when presented with new, simple information

30	G	Science	IOD	IOD 502	Compare or combine data from a complex data presentation
31	C	Science	IOD	IOD 506	Analyze given information when presented with new, simple information
32	G	Science	IOD	IOD 504	Determine how the value of one variable changes as the value of another variable changes in a complex data presentation
33	D	Science	IOD	IOD 502	Compare or combine data from a complex data presentation
34	G	Science	IOD	IOD 702	Analyze given information when presented with new, complex information
35	D	Science	IOD	IOD 502	Compare or combine data from a complex data presentation
36	G	Science	IOD	IOD 403	Translate information into a table, graph, or diagram
37	D	Science	EMI	EMI 401	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or model
38	H	Science	EMI	EMI 702	Determine whether given information supports or contradicts a complex hypothesis or conclusion and why
39	A	Science	SIN	SIN 702	Predict how modifying the design or methods of an experiment will affect results
40	J	Science	EMI	EMI 402	Identify key issues or assumptions in a model



NOBLE

Open-ended Response Items

11.1

Please Do Not Open Booklet Until Told to Do So

Noble Efforts Change Lives. Be Noble.

TEST 1 READING & ENGLISH: 11.1 OPEN-ENDED RESPONSE TEST

DIRECTIONS: There is one passage on this test followed by an open-ended response question. Spend 20 minutes reading the passage and planning your response. Then, you will have 40 minutes to answer the open-ended response question on the following pages. You may refer back to the text as often as needed. As you read, consider the following prompt:

*After reading the excerpt of *The Namesake* by Jhumpa Lahiri, analyze how Lahiri uses literary devices or elements to develop her central idea. As a starting point, you may want to consider setting, character development, or style, but feel free to develop your own focus for analysis. Compose your response in a well-developed essay using evidence from the story to support your analysis.*

Excerpt from *The Namesake* by Jhumpa Lahiri

One day he [Gogol] attends a panel discussion about Indian novels written in English. He feels obligated to attend; one of the presenters on the panel, Amit, is a distant cousin who lives in Bombay, whom Gogol has never met. His mother has asked him to greet Amit on her behalf. Gogol is bored by the panelists, who keep referring to something called “marginality,” as if it were some sort of medical condition. For most of the hour, he sketches portraits of the panelists, who sit hunched over their papers along a rectangular table. “Teleologically speaking, ABCDs are unable to answer the question ‘Where are you from?’” the sociologist on the panel declares. Gogol has never heard the term ABCD. He eventually gathers that it stands for “American-born confused deshi.” In other words, him. He learns that the C could also stand for “conflicted.” He knows that deshi, a generic word for “countryman,” means “Indian,” knows that his parents and all their friends always refer to India simply as desh. But Gogol never thinks of India as desh. He thinks of it as Americans do, as India.

Gogol slouches in his seat and ponders certain awkward truths. For instance, although he can understand his mother tongue, and speak it fluently, he cannot read or write it with even modest proficiency. On trips to India his American accented English is a source of endless amusement to his relatives, and when he and Sonia speak to each other, aunts and uncles and cousins always shake their heads in disbelief and say, “I didn’t understand a word!” Living with a pet name and a good name, in a place where such distinctions do not exist—surely that was emblematic of the greatest confusion of all. He searches the audience for someone he knows, but it isn’t his crowd—lots of lit majors with leather satchels and gold-rimmed glasses and fountain pens, lots of people Ruth would have waved to. There are also lots of ABCDs. He has no idea there are this many on campus. He has no ABCD friends at college. He avoids them, for they remind him too much of the way his parents choose to live, befriending people not so much because they like them, but because of a past they happen to share. “Gogol, why aren’t you a member of the Indian association here?” Amit asks later when they go for a drink at the Anchor. “I just don’t have the time,” Gogol says, not telling his well-meaning cousin that he can think of no greater hypocrisy than joining an organization that willingly celebrates occasions his parents forced him, throughout his childhood and adolescence, to attend. “I’m Nikhil now,” Gogol says, suddenly depressed by how many more times he will have to say this, asking people to remember, reminding them to forget, feeling as if an errata slip were perpetually pinned to his chest.

Lahiri, Jhumpa. *The Namesake*. New York: Houghton Mifflin, 2004. (2003) From Chapter 5

**STOP!
DO NOT CONTINUE UNTIL TOLD TO DO SO.**

Open-Ended Response Question:

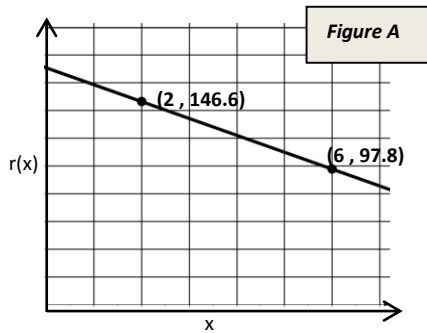
1. *After reading the excerpt of The Namesake by Jhumpa Lahiri, analyze how Lahiri uses literary devices or elements to develop her central idea. As a starting point, you may want to consider setting, character development, or style, but feel free to develop your own focus for analysis. Compose your response in a well-developed essay using evidence from the story to support your analysis.*

TEST 2 MATH: 11.1 OPEN-ENDED RESPONSE TEST

DIRECTIONS: Write answers clearly and legibly in the space provided. Cross out any errors you make; erased or crossed-out work will not be graded. Grades for duplicate solutions will be applied only for the lowest scoring one. Your work will be graded on the correctness of your methods as well as your answers. Answers without clear explanations or supporting work may not receive credit. Unless otherwise specified, answers do not need to be simplified.

For questions (1-2) utilize the information provided below regarding continuous functions.

“The below graph of a continuous linear function (in Figure A) models the height above the ocean floor, in meters, of a rock, $r(x)$, given the number of seconds x after being dropped into the ocean at noon.”



1. Create an equation for line of $r(x)$ in Figure A. Your equation should be written in slope-intercept form.

2. Based on the information provided in Figure A, and the equation you created for Question 1, explain the meaning of the slope and the meaning of the y-intercept in the context of the scenario.

For questions (3-5) utilize the information provided below regarding continuous functions.

“The equation $f(x) = -8.3x + 165$ models the height above the ocean floor, in meters, of a seashell $f(x)$, given the number of seconds x after being dropped into the ocean at noon.”

3. Using the equation for $f(x)$ provided, determine the time interval during which the seashell is at least 23.6 meters above the ocean floor and at most 45.1 meters above the ocean floor. If needed round to one decimal place.

For questions (3-5) utilize the different representations of the continuous functions below.

“The equation $f(x) = -8.3x + 165$ models the height above the ocean floor, in meters, of a seashell $f(x)$, given the number of seconds x after being dropped into the ocean at noon.”

4. For what value of x does $f(x) = 0$? What does this result mean in the context of the scenario provided? Round your answer to one decimal place if needed.

5. Suppose you wanted to drop a seashell so that it hit the ocean floor in 5.4 seconds. This seashell descends at the same rate as the seashell modeled by $f(x)$. At what depth would you need to release the seashell? Justify your answer algebraically by showing your work. If needed, round to one decimal place.

6. The below table models the height above the ocean floor, in meters, of a SCUBA diver, $g(x)$, given select values for the number of seconds x after entering the water at noon. Does this function have a constant rate of change? If so, what is the constant rate of change? If not, defend your answer with work and explanation.

x	1.5	3.9	5.2	7.3	9.0	11.0	15.9
$g(x)$	155.23	141.01	137.22	111.52	91.67	78.81	55.12

SCIENCE: 11.1 OPEN-ENDED RESPONSE TEST

DIRECTIONS: Answer the following questions using the information provided. Calculators may be used.

The Antarctic toothfish, *Dissostichus mawsoni*, is a relatively rare species of fish found in Antarctic conditions. Recently, the toothfish have seen a large decline in population, as shown in Table 1. A group of students wished to investigate the hypothesis that the annual decline in Antarctic toothfish population is due to an increased amount of oil from recent oil spills in the Indian and Atlantic oceans.

To test this hypothesis, students decided to create a model in class using crayfish, *Paranephrops planifrons*. Models are used to simulate conditions in a lab setting that would otherwise be difficult to study in the field. In this scenario, students did not wish to disturb already declining toothfish populations, nor could they to travel to the Antarctic. In a good model or model system, scientists attempt to reproduce as many conditions as possible of the original habitat in a controlled setting using a related or otherwise similar species used to represent the original target species.

For their model, students used seven tanks, each filled with four gallons of sea water. Varying amounts of oil were added to each tank (as measured by the coefficient of oil saturation, a scale from 0 to 100). The students put 100 crayfish, with an ample food supply, into each tank ($Population_{t_0}$), and measured a variety of variables including population. The results are shown in Figure 1 and Table 2. Using their data, students found that the annual crayfish population decline could be represented by the following equations:

$$Fish\ Lost = Population_{t_0} \times Oil\ Saturation \times 0.86$$

$$Population_{t_1} = Population_{t_0} - (Population_{t_0} \times Oil\ Saturation \times 0.86)$$

Year	Antarctic toothfish Population (in thousands)
1998	10.7
2000	10.6
2002	10.4
2004	10.2
2006	10.2

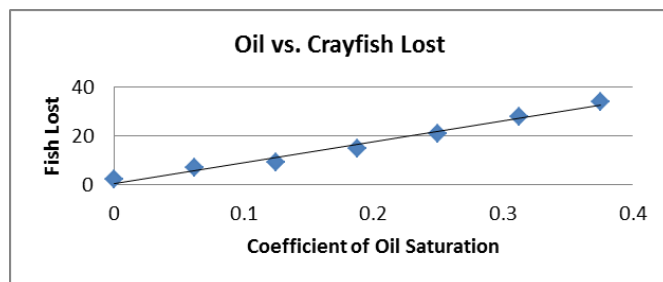


Figure 1

Tank	Average Temperature of Tank (°C)	Coefficient of Oil Saturation	Crayfish Population at t_0	Crayfish Population at t_1	Crayfish Lost	Average Crayfish Length at t_1 (cm)	Average number of Offspring after t_1
1	37.1	0.0000	100	98	2	17.1	100
2	37.2	0.0625	100	93	7	17.2	111
3	36.9	0.1250	100	91	9	17.4	98
4	37.0	0.1875	100	85	15	17.1	106
5	36.8	0.2500	100	79	21	17.2	108
6	37.1	0.3125	100	72	28	16.9	110
7	37.0	0.3750	100	66	34	17.3	112

1. Data Evaluation (3 points)

Which two variables measured in Table 2 are most relevant to study the effect of oil spills on Antarctic toothfish populations? Justify and explain your response.

2. Data Evaluation (2 points)

What are two assumptions that must be true for the crayfish model to be applicable to Antarctic toothfish?

3. Quantitative Reasoning (2)

The Antarctic toothfish population in 2009 was estimated to be 12,258. When tested in 2010, the ocean water was found to have an oil saturation coefficient of 0.028. According to the students' model and equation, what should the population size be in 2010? Show any work necessary in the space below. Lines are provided should your answer need further explanation.

4. Claim-Evidence-Reasoning (4 points)

By 2010, the Antarctic toothfish population had declined to be an estimated 7,744. According to your answer in Question 3, does the model created by the students accurately reflect all the aspects of the actual decline in Antarctic toothfish population? Support your claim with quantitative evidence and reasoning.

5. Scientific Inquiry (1 point)

After the completion of their project, a group of students applied for a grant to investigate the following question:

“How do oil spills affect fish populations across the globe?”

The grant was rejected because their scientific question was too broad. Propose one question that could lead to a testable experiment related to the original inquiry.



NOBLE

OER Rubrics & Exemplars

11.1

READING & ENGLISH 11-12 OER RUBRIC

		MASTERY	PROFICIENT	DEVELOPING	NOT EVIDENT
		3	2	1	0
CLAIM		<ul style="list-style-type: none"> Introduces a precise and reasonable claim that reflects advanced and critical student understanding 	<ul style="list-style-type: none"> Introduces a precise and reasonable claim that reflects adequate student understanding 	<ul style="list-style-type: none"> Introduces a reasonable claim that reflects limited student understanding 	<ul style="list-style-type: none"> Does not introduce a claim OR introduces a claim that reflects lack of student understanding
	CONTENT	<ul style="list-style-type: none"> Develops claim fairly and thoroughly using the most significant, relevant, and compelling evidence 	<ul style="list-style-type: none"> Develops claim fairly using significant, relevant, and sufficient evidence 	<ul style="list-style-type: none"> Develops claim using relevant evidence 	<ul style="list-style-type: none"> Does not support claim with evidence OR evidence provided is irrelevant to topic
DEVELOPMENT		<ul style="list-style-type: none"> Demonstrates how the evidence supports the claim with subtle inferences and advanced understanding 	<ul style="list-style-type: none"> Demonstrates how the evidence supports the claim with adequate inferences and understanding 	<ul style="list-style-type: none"> Demonstrates how the evidence supports the claim with limited inferences and understanding (includes logical lapses) 	<ul style="list-style-type: none"> Does not demonstrate how the evidence supports the claim
	ORGANIZATION	<ul style="list-style-type: none"> Strategically organizes ideas to subtly relate major sections of the text and complex ideas throughout the essay as a whole 	<ul style="list-style-type: none"> Organizes ideas and establishes clear relationships within paragraphs and the essay as whole 	<ul style="list-style-type: none"> Formulaically organizes ideas with no clear connection within or between paragraphs. 	<ul style="list-style-type: none"> Writing lacks organization
LANGUAGE		<ul style="list-style-type: none"> Strategically uses precise and engaging language/syntax appropriate for the audience and purpose (formal style and objective tone) Establishes writer's voice 	<ul style="list-style-type: none"> Uses clear language/syntax appropriate for the audience and purpose (formal style and objective tone) 	<ul style="list-style-type: none"> Uses simplistic language/syntax and inconsistently maintains a formal style and objective tone 	<ul style="list-style-type: none"> Unclear language throughout writing Uses an inappropriate style and tone
	CONVENTIONS	<ul style="list-style-type: none"> Strategically uses conventions of usage and mechanics in order to enhance the overall meaning of the writing 	<ul style="list-style-type: none"> Consistently uses conventions of usage and mechanics correctly 	<ul style="list-style-type: none"> Patterns of errors in conventions of usage and mechanics 	<ul style="list-style-type: none"> Consistent errors in conventions of usage and mechanics detract from the overall meaning of the writing

11.1 READING & ENGLISH OER EXEMPLAR

The excerpt of Jhumpa Lahiri's The Namesake portrays Gogol as a character who experiences extreme anxiety about his identity. Gogol, in the passage, is attending an academic conference to hear a "distant cousin who lives in Bombay, whom [he] has never met." Listening to the academic conversation, he reflects upon the difficulties he faces in understanding who he is as an Indian man living in America. Lahiri's deliberate use of diction and descriptive phrases provides the reader with a clear understanding of Gogol's inner dilemma about his identity and further develops the internal conflict many people who identify with more than one culture face.

Readers immediately see Gogol's aversion to attending the conference as "he feels obligated" to go because his mother urged him to see his cousin Amit there. He is immediately "bored by the panelists" and begins "sketching portraits" of them after they continuously refer to "marginality." Later, he "slouches" in his chair while listening to the speakers. Gogol seems to behave almost childishly here, as if he is rebelling against a parent who told him to do something he did not want to do. The way he makes drawings of the panelists and fails to give the speakers his full attention demonstrates that he is unwillingly attending and does not want to listen to what they are discussing. Although Gogol is physically present, his attitude, made clear through the author's diction, displays the internal conflict he is facing.

However, this seemingly childish hostility stems from a deeply rooted anxiety about his own identity. As the panelists talk about "ABCDs," or "American-born confused [deshis]," he realizes he is precisely the sort of person they are discussing. This type of detached academic language ironically causes him to think personally and conscientiously about who he is. Gogol realizes that while he is fluent in the language his mother speaks, "he cannot read or write it with even modest proficiency." His relatives make fun of his American accent and claim they cannot understand him. Further, as he scans the conference room, he realizes that he knows no one and that "it isn't his crowd"; he is unaware so many Indian-Americans go to the school. Gogol notes that "[h]e has no ABCD friends at college" and that "he avoids them" because they remind him of his parents. When speaking with his cousin about his unwillingness to join organizations for Indian-American students on campus, he feels "depressed." In perhaps the most telling piece of information about the angst he feels about his identity, Gogol states he feels like "an errata slip were...pinned to his chest." Each of these pieces of information reveals Gogol's inner conflict. On the one hand, he wants to distance himself from the life his Indian family lives and that he felt his "parents forced [on] him." On the other hand, he feels a sense of loneliness and confusion because he cannot relate to other students who share his cultural experiences. Lahiri describes Gogol as feeling lost and apprehensive, not knowing how he should self-identify. This uncertainty ultimately makes him feel as if he himself is a mistake--a walking "errata slip." Lahiri uses Gogol's experience to demonstrate a larger dilemma present within many immigrants who are torn between identifying with their home country and their new home.

Gogol demonstrates a common dilemma of many American immigrants, especially those who have lived in the United States for a long time. He is still tied to his culture, but he has lived away from it for so long--and in Gogol's case, actively tried to distance himself from it--that he no longer knows how to identify with it or other people from that culture. In the end, he is unsure who he is or who he is supposed to be. Lahiri makes Gogol's conflict evident and demonstrates his confusion about himself as he listens to the panelists and reflects upon their words.

11.1 MATH OER RUBRIC & SAMPLE RESPONSES

Q#	Standard	2	1	0
1	<p><u>8.F.A.3</u> 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.</p>	<p>Scholar correctly determines the equation of the model to be $r(x) = -12.2x + 171$</p>	<p>1pt: Scholar calculates the correct slope of -12.2 but not the correct y-intercept OR Scholar calculates the correct y-intercept of 171 but not the correct slope.</p> <p>1.5 pts: Scholar calculated the y-intercept and the slope correctly and clearly labeled these in their work, but failed to put it these values into a slope-intercept equation. OR 1.5 student had all aspects of the equation correct except had the slope as positive 12.2 instead of -12.2</p>	<p>Scholar does not meet the requirement to get a one, 1.5 or two point answer.</p>
Exemplar A: $r(x) = -12.2x + 171$.				
2	<p><u>HSF.LE.B.5</u> Interpret the parameters in a linear or exponential function in terms of a context.</p>	<p>Scholar correctly explains slope as the number of meters the rock drops every second and the y-intercept is the height from the ocean floor at which the rock was initially dropped</p>	<p>Scholar correctly explains the slope and incorrectly explains the y-intercept OR Scholar correctly explains the y-intercept and not the slope.</p>	<p>Scholar does not meet the requirement to get a one or two point answer.</p>
Exemplar: The slope in the context of the scenario represents the number of meters which the rock descends every second. The y-intercept in the context of the scenario is the height from the bottom of the ocean floor at which the rock was initially dropped.				
3	<p><u>HSF.LE.B.5</u> Interpret the parameters in a linear or exponential function in terms of a context.</p>	<p>Scholar correctly calculates the time to be between 14.4 seconds and 17 seconds</p>	<p>1pt: Scholar accurately solves for one of the values but not both</p> <p>1.5pts: student accurately solves for both of the values in the exemplar but makes a simple notation mistake in their final answers.</p>	<p>Scholar does not meet the requirement to get a one, 1.5 or two point answer.</p>
Exemplar: The time interval during which the seashell would be between 23.6 meters above the ocean floor and 45.1 meters above the ocean floor would be at least 14.4 seconds and at most 17 seconds. Students can also write their answers in interval notation $[14.4, 17]$ Students can also write their answers in compound inequalities notation $14.4 \leq x \leq 17$				

Q#	Standard	2	1	0
4	HSF.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship	Scholar correctly determines the location of the x -intercept and contextualizes the number in terms of the problem, i.e. it is the time the seashell hits the ocean floor.	Scholar either provides the correct intercept or correct context of the solution but not both.	Scholar does not meet the requirement to get a one or two point answer.
		Exemplar: 19.9 seconds after the seashell is dropped is when it will be at a height of 0 meters from the ocean floor, $f(x) = 0$. In the context of the question this means it will take 19.9 seconds for the seashell to hit the ocean floor.		
5	HSF.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship	Scholar correctly calculated the answer of 44.8 meters above the ocean floor algebraically AND showed justification algebraically.	Scholar answered 44.8 but did not justify answer algebraically OR Scholar created the equation $0 = -8.3(5.4) + b$	Scholar does not meet the requirement to get a one or two point answer.
		Exemplar: In order for the seashell to take only 5.4 seconds to reach the ocean floor, based on the constant rate of change, the seashell would need to be dropped at a height of 44.8 meters from the ocean floor. Using $f(x) = -8.3x + 165$ we can substitute in for $f(x)$ and x the values of $f(x) = 0$ for the height above the ocean floor and $x = 5.4$ for the number of seconds we want it to take to reach the ocean floor. This gives us $0 = -8.3(5.4) + b$, where b is the y -intercept or the height the rock must be dropped from. In solving for b we see $b = 44.82$ and when rounded accurately we should see 44.8 meters as our final answer.		
6	F.LE.1 Distinguish between situations that can be modeled with linear Functions and with exponential functions. (b) Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	Scholar correctly determines there is no constant rate of change and explains that the rate of change between at least two given point varies with calculations and work shown.	0.5pts: Scholar states there is no constant rate of change, but fails to mathematically justify their claim accurately. 1pt: Scholar accurately justifies and displays the fact that the rate of change is not constant, but inaccurately stated that the rate of change was constant.	Scholar does not meet the requirement to get any points awarded for their response.
		Exemplar: There is no constant rate change for this function making it nonlinear. This can easily be shown by calculating the slope between two pairs of points and comparing the results. If you were to calculate the slope between (1.5, 155.23) and (3.9, 141.01) you find a slope of -0.17. This varies from the slope between (3.9, 141.01) and (5.2, 137.22), which is -0.34. Because the slope is inconsistent between these two sets of points we can say the function does not have a constant rate of change.		

11.1 SCIENCE OER RUBRIC

Science Practices	1.4—The student can use representations and models to analyze situations or solve problems qualitatively and quantitatively. 3.2—The student can refine scientific questions. 4.4—The student can evaluate sources of data to answer a particular scientific question. 6.2—The student can construct explanations of phenomena based on evidence produced through scientific practices.
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1. Data Evaluation (3 points)

- **1 point for EACH identified variable:**
 - **Oil Saturation**
 - **Crayfish lost or Crayfish at T_1**
- **1 point for a reasonable explanation.**

Answers may include:

- The study wishes to see the effect of oil on crayfish populations so we would want data that represents the level of oil in the environment and the lost crayfish.
- Average temperature of the tank, crayfish population size before and after oil is added, crayfish length, and crayfish offspring after T_0 do not show any discernible trend or affect from oil.
- Tank temperature and starting population are controlled variables.
- Crayfish lost is the best way to show the change in crayfish population due to oil.

2. Data Evaluation (2 point)

- **1 point for EACH explanation indicating shared characteristics of the model and the Antarctic environment the scientists wish to study (2 pts. MAX)**

Answers may include but are not limited to:

- crayfish and Antarctic toothfish react to oil in the same way.
- temperature of the Antarctic sea is around 37°C
- the effect of oil is measurable in the given time limits of the experiment
- The amount of crayfish in the starting population is not above the carrying capacity of the tank.

3. Quantitative Reasoning (2 points)

- **1 point for a numerical answer between 11900 and 12000 toothfish; exact answer, $t_1 = 11963$ fish.**
- **1 point for a reasonable explanation**

Answers *may include but are not limited to*:

- *using given equation for population size*
- *fish lost can be calculated using model found by students*

Note: An incorrect numerical answer receives 0 points for the whole question. Students may not get points for an explanation of an incorrect answer.

4. Claim-Evidence-Reasoning (4 points)

Note: Administer points that are correct based on error in problem 3: If a student's claim states that the model does reflect the actual decline based on incorrect math that supports their claim, and their reasoning is logical, they receive points for claim and reasoning but not for evidence. However, if a student's claim does not match the evidence, the claim receives 0 points.

- **1 point for an accurate claim stating that the model does NOT accurately reflect the actual decline.** If a student has a math error in Q3 that is between 7644-7844, an affirmative claim is valid.
- **1 point for EACH correctly stated piece of evidence (2 pts. MAX). Evidence may include:**
 - Model is 2267 (or approx. 2000) fish higher than actual numbers
 - Model does not incorporate other variables that may affect toothfish
- **1 points for a rational reason that links evidence to scientific principle. Reasoning may include:**
 - Models cannot represent all variables in a system.
 - Plausible alternative explanation for change in toothfish population.
Example:
 - Oil saturation of 0.028 may have exponential rather than linear effect on fish populations.
 - Oil saturation not accurately measured in 2010
 - Original toothfish population not accurately measured in 2009.
 - Other environmental factors such as over fishing or human travel may affect toothfish population size.

5. Scientific Inquiry (1 points)

- **1 point for a scientifically valid question.**

A scientifically valid question:

- *has identifiable Independent and Dependent Variables*
- *suggested IV's must be able to be manipulated by scientists or modeled in a straightforward experimental design/simulation*
- *suggested DV's must be able to be measured by scientists or measured accurately in a straightforward experimental design/simulation.*
- *question must lead to ethical experiment*
 - *Unethical: How much oil does it take to kill a human (or toothfish)?*
 - *Ethical: What is average crayfish oil tolerance?*

Acceptable responses include, but are not limited to:

- *Applying the experiment to other small fish*
- *Applying the experiment to crayfish in other environments (altering temperature, salinity)*
- *Exploring variables that oil effects for an individual (predator/prey relationships; amount of sunlight)*
- *Exploring specific biological effects of oil on fish body/metabolism*
- *Exploring specific effects of oil on fish and swimming/migratory patterns*
- *Exploring the effects of the type of oil on crayfish*

11.1 SCIENCE OER SAMPLE RESPONSES

<p>STRONG Response [12 points]</p>	<ol style="list-style-type: none">1. The scientists wish to find the effects of oil on fish populations, so they need data about those two variables. The oil saturation values represent different levels of oil entering the ecosystem. Crayfish lost is the best way to show the change in crayfish population due to oil saturation. <i>[3 points]</i>2. For this model to be valid a few assumptions must be true. Crayfish must be similar enough to Antarctic toothfish in biology or behavior to react similarly to oil. Conditions in the classroom must be similar to those of the Antarctic sea so that variables such as temperature are controlled for. <i>[2 points]</i>3. In 2010, the population of the Antarctic toothfish was likely near 10011. This population size can be found using the equation developed from the students' model, the starting population, and the amount of oil saturation. <i>[2 points]</i>4. The model the students developed does not accurately reflect the decline in Antarctic toothfish from 2009 to 2010. Using the students' model, one would expect to find 10011 Antarctic toothfish. The data shows there were only 7744 fish remaining, a difference of 2267 fish. A model is supposed to incorporate all variables that may be affecting the species being studied; this difference between fish expected to be found and fish actually found most likely occurred because one or more variables, such as human travel, from the Antarctic environment are not being reproduced in the lab. Oil saturation of those levels may cause an exponential effect rather than simply a linear one. <i>[4 points]</i>5. How does oil saturation affect a related species to the toothfish, like the Chilean Red Striped Banana Bass? <i>[1 point]</i>
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Interim Assessment 10.4

Subject: English
 Total Questions: 50
 Total Passages: 4
 Total Time: 30

Standard #	Power	Standard Description	# of Questions
COP 502	N	Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g. between the elements of a compound subject or compound verb joined by and).	4
COP 602	Y	Deal with multiple punctuation problems (e.g. compound sentences containing unnecessary commas and phrases).	5
SST 501	N	Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems.	4
SST 701	Y	Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses.	6
TOD 701	Y	Determine whether a complex essay has accomplished a specific purpose	4
Revisited			
COP 501	Y	Use punctuation to set off complex parenthetical phrases.	2
COP 601	Y	Use commas to set off a nonessential/nonrestrictive appositive or clause	2
COP 603	Y	Use an apostrophe to show possession, especially with irregular plural nouns.	2
COP 604	Y	Use a semicolon to indicate a relationship between closely related and independent clauses	2
COU 401	Y	Use idiomatically appropriate prepositions, especially in combination with verbs (e.g. long for, appeal to)	3
COU 602	Y	Ensure that a verb agrees with its subject in unusual situations (e.g. when the subject-verb order is inverted or when the subject is an indefinite pronoun).	2
COU 702	Y	Ensure that a verb agrees with its subject when a phrase or a clause between the two suggests a different number for the verb.	1
OUC 602	Y	Rearrange sentences to improve the logic and coherence of a complex paragraph.	1
OUC 603	Y	Add a sentence to introduce or conclude a fairly complex paragraph	2
SST 601	Y	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.	2
TOD 602	Y	Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	3
WCH 501	Y	Revise a phrase that is redundant in terms of the meaning or logic of the entire sentence.	2
WCH 503	Y	Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	3

50

Open Ended Response Items

Subject English
 Total Questions: 1
 Total Passages: 1
 Total Time: 60

Standard #	Power	Standard Description	# of Questions
W.9-10.2a	Y	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.9-10.2b	Y	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.9-10.2c	Y	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
W.9-10.2d	Y	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	1
W.9-10.2e	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.9-10.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RI.9-10.1	Y	Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	All (2)
RI.9-10.2	Y	Determine a central idea of 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.	All (2)
RI.9-10.4	Y	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 (eg., how the language of a court opinion differs from that of a newspaper).	All (2)
RI.9-10.6	Y	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.	All (2)
RI.9-10.8	Y	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.	All (2)
RI.9-10.10	Y	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.	All (2)

English College Readiness Standards

Standard Grouping							
Score Range	Standard #	Topic Development in terms of purpose and focus	Organization, Unity, and Coherence	Word Choice in terms of style, tone, clarity and economy	Sentence Structure and Formation	Conventions of Usage	Conventions of Punctuation
13-15	201		Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g. then, this time).	Revise sentences to correct awkward and confusing arrangements of sentence elements.	Use conjunctions or punctuation to join simple clauses.	Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives.	Delete commas that create basic sense problems (e.g. between verb and direct object).
	202			Revise vague nouns and pronouns that create obvious logic problems.	Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences.		
16-19	301	Identify the basic purpose or role of a specified phrase or sentence	Select the most logical place to add a sentence in a paragraph	Delete obviously wordy and synonymous material in a sentence.	Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences.	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts.	Provide appropriate punctuation in straightforward situations (e.g. items in a series).
	302	Delete a clause or sentence because it is obviously irrelevant to the essay		Revise expressions that deviate from the style of an essay. (16-19)	Decide the appropriate verb tense and voice by consider the meaning of the entire sentence.	Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead.	Delete commas that disturb the sentence flow (e.g. between modifier and modified element).
20-23	401	Identify the central idea or main topic of a straightforward piece of writing	Use conj. Adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response)	Delete redundant material when information is repeated in different parts of speech (e.g. alarmingly startled).	Recognize and correct marked disturbances of sentence flow and structure (e.g. participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers).	Use idiomatically appropriate prepositions, especially in combination with verbs (e.g. long for, appeal to).	Use commas to set off simple parenthetical phrases.
	402	Determine relevancy when presented with a variety of sentence-level details	Decide the most logical place to add a sentence in an essay.	Use the word or phrase most consistent with the style and tone of a fairly straightforward essay		Ensure that a verb agrees with its subject when there is some text between the two.	Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g. between verb and direct object clause).
	403		Add a sentence that introduces a simple paragraph.	Determine the clearest and most logical conjunction to link clauses.			
	501	Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal	Determine the need for conj. Adverbs or phrases to create subtle logical connections between sentences (e.g.. therefore, however, in addition).	Revise a phrase that is redundant in terms fo the meaning and logic of the entire sentence.	Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems.	Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences.	Use punctuation to set off complex parenthetical phrases.

24-27	502	Delete material primarily because it disturbs the flow and development of a paragraph	Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic.	Identify and correct ambiguous pronoun references.	Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.	Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using have rather than of.	Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g. between the elements of a compound subject or compound verb joined by and).
	503	Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	Add a sentence to introduce or conclude the essay to provide a transition between paragraphs when the essay is fairly straightforward.	Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay			Use apostrophes to indicate simple possessive nouns.
	504						Recognize inappropriate uses of colons and semicolons.
28-32	601	Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence or to determine the need to delete plausible but irrelevant material	Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs.	Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g. "an esthetic viewpoint" versus "the outlook of an aesthetic viewpoint")	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.	Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i> , and the relative pronouns <i>who</i> and <i>whom</i> ,	Use commas to set off a nonessential/ nonrestrictive appositive or clause.
	602	Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	Rearrange sentences to improve the logic and coherence of a complex paragraph.	Correct vague and wordy or clumsy and confusing writing containing sophisticated language.	Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole.	Ensure that a verb agrees with its subject in unusual situations (e.g. when the subject-verb order is inverted or when the subject is an indefinite pronoun).	Deal with multiple punctuation problems (e.g. compound sentences containing unnecessary commas and phrases that may or may not be parenthetical).
	603		Add a sentence to introduce or conclude a fairly complex paragraph				Use an apostrophe to show possession, especially with irregular plural nouns.
	604						Use a semicolon to indicate a relationship between closely related and independent clauses.
33-36	701	Determine whether a complex essay has accomplished a specific purpose	Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic, and rhetorical effect of the paragraph and essay	Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole.	Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses.	Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas.	Use a colon to introduce an example of an elaboration.
	702	Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay				Ensure that a verb agrees with its subject when a phrase or a clause between the two suggests a different number for the verb.	

Standard #	Standard Description
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

RI.11-12.1	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; History/Social Studies: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Literature/Informational: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. History/Social Studies: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.9	Analyze seventeenth, eighteenth, and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
RI.9-10.1	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RI.9-10.10	Literature/Informational: 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; History/Social Studies: By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.9-10.2	Literature/Informational: 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; History/Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (eg., how the language of a court opinion differs from that of a newspaper).

RI.9-10.6	<u>Literature/Informational:</u> 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; <u>History/Social Studies:</u> Determine 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.
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.
RL.11-12.1	<u>Literature/Informational:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; <u>History/Social Studies:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	<u>Literature/Informational:</u> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <u>History/Social Studies:</u> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set , how the actions is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RI.9-10.1	<u>Literature/Informational:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; <u>History/Social Studies:</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RI.9-10.10	<u>Literature/Informational:</u> 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; <u>History/Social Studies:</u> By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.9-10.2	<u>Literature/Informational:</u> 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; <u>History/Social Studies:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RI.9-10.3	<u>Literature/Informational:</u> 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; <u>History/Social Studies:</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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 (eg., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<i>RL.9-10.7</i>	<u>Literature:</u> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment; <u>Informational:</u> Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account; <u>History/Social Studies:</u> Integrate quantitative or technical analysis with qualitative analysis in print or digital text.

English 9: Quarterly Interim & Standards

Power CRS
 Remaining Quarterly CRS

			CRS	OUC 301		CRS	OUC 301	
			CRS	OUC 402		CRS	OUC 402	
			CRS	OUC 601		CRS	OUC 601	
			CRS	TOD 302		CRS	TOD 302	
			CRS	WCH 401		CRS	WCH 401	
			Power Q	OUC 502		Power Q	OUC 502	Power Q
			Power P	TOD 402		Power P	TOD 402	Power P
			Power O	WCH 301		Power O	WCH 301	Power O
			CRS	OUC 201				
			CRS	OUC 501				
			CRS	TOD 501				
			Power N	COP 504			COP 504	Power N
			Power M	OUC 401			OUC 401	Power M
			Power L	OUC 503			OUC 503	Power L
			Power K	TOD 503			TOD 503	Power K
	CRS	COP 201						
	CRS	COP 302						
	CRS	COP 402						
	CRS	OUC 403						
	CRS	SST 201						
	CRS	SST 401						
	CRS	WCH 201						
	Power J	COP 401		COP 401			COP 401	Power J
	Power I	COU 501		COU 501			COU 501	Power I
	Power H	SST 301		SST 301			SST 301	Power H
	Power G	WCH 202		WCH 202			WCH 202	Power G
	Power F	WCH 403		WCH 403			WCH 403	Power F
CRS	COP 301							
CRS	COU 201							
CRS	COU 301							
CRS	SST 202							
CRS	SST 302							
CRS	SST 602							
Power E	COP 503		COP 503				COP 503	Power D
Power D	COU 302		COU 302				COU 302	Power D
Power C	COU 402		COU 402				COU 402	Power C
Power B	SST 502		SST 502				SST 502	Power B
Power A	TOD 401		TOD 401				TOD 401	Power A
	1st Quarter Interim		2nd Quarter Interim		2nd Quarter Interim		2nd Quarter Interim	

ENGLISH OER CCSS

				W.9-10.2e		Power G	W.9-10.2e	Power G
Power F				W.9-10.2d		Power F	W.9-10.2d	Power F
Power D		W.9-10.2c		W.9-10.2c		Power D	W.9-10.2c	Power D
Power C	W.9-10.2a	W.9-10.2a		W.9-10.2a		Power C	W.9-10.2a	Power C
Power B	W.9-10.2b	W.9-10.2b		W.9-10.2b		Power B	W.9-10.2b	Power B
Power A	W.9-10.2f	W.9-10.2f		W.9-10.2f		Power A	W.9-10.2f	Power A
	1st Quarter OER Items	2nd Quarter OER Items		3rd Quarter OER Items			4th Quarter OER Items	

READING OER CCSS

			CCSS.ELA-Literacy.RL9-10.3	CCSS.ELA-Literacy.RI9-10.6	CCSS
Power C	CCSS.ELA-Literacy.RI9-10.1	CCSS.ELA-Literacy.RI9-10.1	CCSS.ELA-Literacy.RL9-10.1	CCSS.ELA-Literacy.RI9-10.1	Power C
Power B	CCSS.ELA-Literacy.RI9-10.2	CCSS.ELA-Literacy.RI9-10.2	CCSS.ELA-Literacy.RL9-10.2	CCSS.ELA-Literacy.RI9-10.2	Power B
Power A	CCSS.ELA-Literacy.RI9-10.10	CCSS.ELA-Literacy.RI9-10.10	CCSS.ELA-Literacy.RL9-10.10	CCSS.ELA-Literacy.RI9-10.10	Power A
	1st Quarter Interim	2nd Quarter Interim	3rd Quarter Interim	4th Quarter Interim	

Interim Assessment 9.1

Subject: English
 Total Questions: 40
 Total Passages: 4
 Total Time: 30

Standard #	Power	Standard Description	# of Questions
COP 301	N	Provide appropriate punctuation in straightforward situations (e.g. items in a series).	3
COP 503	Y	Use apostrophes to indicate simple possessive nouns.	4
COU 201	N	Solve basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives.	4
COU 301	N	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple	4
COU 302	Y	Recognize and use the appropriate word in frequently confused pairs.	5
COU 402	Y	Ensure that a verb agrees with its subject when there is some text between the two.	4
SST 202	N	Revise shift in verb tense between simple clauses in a sentence or between single adjoining sentences.	3
SST 302	N	Decide the appropriate verb tense and voice by considering the meaning of the entire sentence	4
SST 502	Y	Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.	3
SST 602	N	Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole	3
TOD 401	Y	Identify the central idea or main topic of a straightforward piece.	3

40

Open Ended Response Items

Subject English
 Total Questions 1
 Total Passages: 1
 Total Time 60

Standard #	Power	Standard Description	Rubric Row:
W.9-10.2a	Y	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Organization
W.9-10.2b	Y	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Content & Development
W.9-10.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Claim/Thesis

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RI.9-10.1	N	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	All (2)
RI.9-10.2	N	Literature/Informational: 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; History/Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	All (2)
RI.9-10.10	Y	Literature/Informational: 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; History/Social Studies: By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All (2)
RL.9-10.7	N	Literature: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment; Informational: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account; History/Social Studies: Integrate quantitative or technical analysis with qualitative analysis in print or digital text.	Not Assessed- extension standard

Interim Assessment 9.2

Subject: English

Total Questions: 38
 Total Passages: 4
 Total Time: 30

Standard #	Power	# of Questions	# of Questions
COP 201	N	Delete commas that create basic sense problems.	2
COP 302	N	Delete commas that disturb sentence flow	2
COP 401	Y	Use commas to set off simple parenthetical phrases	3
COP 402	N	Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated	2
COU 501	Y	Ensure that a pronoun agrees with its antecedent when the two occur in different clauses or sentences.	3
OUC 403	N	Add a sentence that introduces a simple paragraph.	2
SST 201	N	Use conjunctions or punctuation to join simple clauses.	3
SST 301	Y	Determine the need for punctuation and conjunctions to avoid awkward sounding sentence fragments and fused sentences	2
SST 401	N		2
WCH 201	N		2
WCH 202	Y	Revise vague nouns and pronouns that create obvious logic problems	3
WCH 403	N	Determine the clearest and most logical conjunction to link clauses	2
Revisited			
COP 503	Y	Use apostrophes to indicate simple possessive nouns.	3
COU 302	Y	Recognize and use the appropriate word in frequently confused pairs.	2
COU 402	Y	Ensure that a verb agrees with its subject when there is some text between the two.	3
SST 502	Y	Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.	2
TOD 401	Y	Identify the central idea or main topic of a straightforward piece.	3

40

Open Ended Response Items

Subject English

Total Questions 1
 Total Passages: 1
 Total Time 60

Standard #	Power	Standard Description	# of Questions
W.9-10.2c	Y	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
Revisited			
W.9-10.2a	Y	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.9-10.2b	Y	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.9-10.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RI.9-10.1	N	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	All (2)
RI.9-10.2	N	Literature/Informational: 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; History/Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	All (2)
RI.9-10.10	Y	Literature/Informational: 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; History/Social Studies: By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All (2)
RL.9-10.7	N	Literature: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment; Informational: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account; History/Social Studies: Integrate quantitative or technical analysis with qualitative analysis in print or digital text.	Not Assessed- extension standard

Interim Assessment 9.3

Subject: English
 Total Questions: 40
 Total Passages: 4
 Total Time: 30

Standard #	Power	# of Questions	# of Questions
COP 504	Y	Recognize inappropriate uses of colons and semi-colons.	3
OUC 201	N		2
OUC 401	Y	Use conjunctive adverbs or phrases to express straightforward logical relationships	2
OUC 501	Y	Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences	4
OUC 503	Y	Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	2
TOD 501	N	Identify the focus of a simple essay applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specific goal	2
TOD 503	Y	Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement.	3
Revisited			
COP 401	Y	Use commas to set off simple parenthetical phrases	3
COP 503	Y	Use apostrophes to indicate simple possessive nouns.	2
COU 302	Y	Recognize and use the appropriate word in frequently confused pairs.	2
COU 402	Y	Ensure that a verb agrees with its subject when there is some text between the two.	2
COU 501	Y	Ensure that a pronoun agrees with its antecedent when the two occur in different clauses or sentences.	2
SST 301	Y	Determine the need for punctuation and conjunctions to avoid awkward sounding sentence fragments and fused sentences	3
SST 502	Y	Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.	2
TOD 401	Y	Identify the central idea or main topic of a straightforward piece.	1
WCH 202	Y	Revise vague nouns and pronouns that create obvious logic problems	2
WCH 403	Y	Determine the clearest and most logical conjunction to link clauses	3

40

Open Ended Response Items

Subject English
 Total Questions 1
 Total Passages: 1
 Total Time 60

Standard #	Power	Standard Description	# of Questions
W.9-10.2d	Y	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	1
Revisited			
W.9-10.2a	Y	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.9-10.2b	Y	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.9-10.2c	Y	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
W.9-10.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RL.9-10.1	N	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	All (2)
RL.9-10.2	N	Literature/Informational: 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; History/Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	All (2)
RL.9-10.3	Y	Literature/Informational: 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; History/Social Studies: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	All (2)
RL.9-10.10	Y	Literature/Informational: 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; History/Social Studies: By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All (2)
RL.9-10.7	N	Literature: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment; Informational: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account; History/Social Studies: Integrate quantitative or technical analysis with qualitative analysis in print or digital text.	<i>Not Assessed- extension standard</i>

Interim Assessment 9.4

Subject: English
 Total Questions: 40
 Total Passages: 4
 Total Time: 30

Standard #	Power	# of Questions	# of Questions
OUC 301	N	Select the most logical place to add a sentence to a paragraph.	2
OUC 402	N	Decide the most logical place to add a sentence in an essay	2
OUC 502	Y	Rearrange sentences in a fairly uncomplicated paragraph for the sake of logic	3
OUC 601	N	Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs	2
TOD 302	N	Delete a clause or sentence because it is obviously irrelevant to the essay.	3
TOD 402	Y	Determine relevancy when presented with a variety of sentence-level details	3
WCH 301	Y	Delete obviously wordy and synonymous material in a sentence.	3
WCH 401	N	Delete redundant material when information is repeated in different parts of speech	2
Revisited			
COP 401	Y	Use commas to set off simple parenthetical phrases	2
COP 503	Y	Use apostrophes to indicate simple possessive nouns.	2
COP 504	Y	Recognize inappropriate uses of colons and semi-colons.	1
COU 302	Y	Recognize and use the appropriate word in frequently confused pairs.	1
COU 402	Y	Ensure that a verb agrees with its subject when there is some text between the two.	2
COU 501	Y	Ensure that a pronoun agrees with its antecedent when the two occur in different clauses or sentences.	1
OUC 401	Y	Use conjunctive adverbs or phrases to express straightforward logical relationships	2
OUC 503	Y	Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	1
SST 301	Y	Determine the need for punctuation and conjunctions to avoid awkward sounding sentence fragments and fused sentences	2
SST 502	Y	Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.	1
TOD 401	Y	Identify the central idea or main topic of a straightforward piece.	1
TOD 503	Y	Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement.	1
WCH 202	Y	Revise vague nouns and pronouns that create obvious logic problems	1
WCH 403	Y	Determine the clearest and most logical conjunction to link clauses	2

40

Open Ended Response Items

Subject: English
 Total Questions: 1
 Total Passages: 1
 Total Time: 60

Standard #	Power	Standard Description	# of Questions
W.9-10.2e	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
Revisited			
W.9-10.2a	Y	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.9-10.2b	Y	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.9-10.2c	Y	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
W.9-10.2d	Y	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	1
W.9-10.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RI.9-10.1	N	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	All (2)
RI.9-10.2	N	Literature/Informational: 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; History/Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	All (2)
RI.9-10.6	Y	Literature/Informational: 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; History/Social Studies: Determine 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.	All (2)
RI.9-10.10	Y	Literature/Informational: 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; History/Social Studies: By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All (2)
RL.9-10.7	N	Literature: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment; Informational: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account; History/Social Studies: Integrate quantitative or technical analysis with qualitative analysis in print or digital text.	Not Assessed- extension standard

English 10: Quarterly Interim & Standards

Power CRS
 Remaining Quarterly CRS

				CRS	COP 502		
				CRS	SST 501		
				Power P	SST 701		Power P
				Power O	COP 602		Power O
				Power N	TOD 701		Power N
				CRS	COP 701		
				CRS	COU 502		
				CRS	COU 601		
				CRS	COU 701		
				CRS	WCH 302		
				CRS	WCH 402		
				Power M	COU 401		Power M
				Power L	TOD 602		Power L
				Power K	WCH 503		Power K
				CRS	OUC 601		
				CRS	TOD 301		
				Power J	COP 501	COP 501	COP 501
				Power I	COP 601	COP 601	COP 601
				Power H	COP 604	COP 604	COP 604
				Power G	OUC 602	OUC 602	OUC 602
				Power F	OUC 603	OUC 603	OUC 603
CRS	COU 301						
CRS	TOD 502						
CRS	WCH 502						
Power E	COP 603	COP 603	COP 603	COP 603	COP 603	COP 603	Power E
Power D	COU 602	COU 602	COU 602	COU 602	COU 602	COU 602	Power D
Power C	COU 702	COU 702	COU 702	COU 702	COU 702	COU 702	Power C
Power B	SST 601	SST 601	SST 601	SST 601	SST 601	SST 601	Power B
Power A	WCH 501	WCH 501	WCH 501	WCH 501	WCH 501	WCH 501	Power A
	1st Quarter Interim	2nd Quarter Interim	3rd Quarter Interim	4th Quarter Interim			

ENGLISH OER CCSS

Power F		W.9-10.2a		W.9-10.2a	Power F
Power E	W.9-10.1a	W.9-10.2b	W.9-10.1a	W.9-10.2b	Power E
Power D	W.9-10.1b	W.9-10.2c	W.9-10.1b	W.9-10.2c	Power D
Power C	W.9-10.1c	W.9-10.2d	W.9-10.1c	W.9-10.2d	Power C
Power B	W.9-10.1d	W.9-10.2e	W.9-10.1d	W.9-10.2e	Power B
Power A	W.9-10.1e	W.9-10.2f	W.9-10.1e	W.9-10.2f	Power A
	1st Quarter OER Items	2nd Quarter OER Items	3rd Quarter OER Items	4th Quarter OER Items	

READING OER CCSS

Power F				CCSS.ELA-Literacy.RI 9-10.1	Power F
Power E	CCSS.ELA-Literacy.RL9-10.1	CCSS.ELA-Literacy.RI 9-10.1	CCSS.ELA-Literacy.RL9-10.1	CCSS.ELA-Literacy.RI 9-10.2	Power E
Power D	CCSS.ELA-Literacy.RL9-10.2	CCSS.ELA-Literacy.RI 9-10.4	CCSS.ELA-Literacy.RL9-10.2	CCSS.ELA-Literacy.RI 9-10.4	Power D
Power C	CCSS.ELA-Literacy.RL9-10.3	CCSS.ELA-Literacy.RI 9-10.6	CCSS.ELA-Literacy.RL9-10.3	CCSS.ELA-Literacy.RI 9-10.6	Power C
Power B	CCSS.ELA-Literacy.RL9-10.4	CCSS.ELA-Literacy.RI 9-10.8	CCSS.ELA-Literacy.RL9-10.4	CCSS.ELA-Literacy.RI 9-10.8	Power B
Power A	CCSS.ELA-Literacy.RL9-10.10	CCSS.ELA-Literacy.RI9-10.10	CCSS.ELA-Literacy.RL9-10.10	CCSS.ELA-Literacy.RL9-10.10	Power A
	1st Quarter Interim	2nd Quarter Interim	3rd Quarter Interim	4th Quarter Interim	

Interim Assessment 10.1

Subject: English

Total Questions: 50

Total Passages: 4
Total Time: 30

Standard #	Power	Standard Description	# of Questions
COU 602	Y	Ensure that a verb agrees with its subject in unusual situations (e.g. when the subject-verb order is inverted or when the subject is an indefinite pronoun).	4
COU 702	Y	Ensure that a verb agrees with its subject when a phrase or a clause between the two suggests a different number for the verb.	4
COP 603	Y	Use an apostrophe to show possession, especially with irregular plural nouns.	6
COU 301	N	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contents.	5
SST 601	Y	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.	9
TOD 502	N	Delete material primarily because it disturbs the flow and development of a paragraph	6
WCH 501	Y	Revise a phrase that is redundant in terms of the meaning or logic of the entire sentence.	8
WCH 502	N	Identify and correct ambiguous pronoun references	8

50

Open Ended Response Items

Subject English

Total Questions 1
Total Passages: 1
Total Time 60

Standard #	Power	Standard Description	# of Questions
W.9-10.1a	Y	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	1
W.9-10.1b	Y	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	1
W.9-10.1c	Y	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	1
W.9-10.1d	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.9-10.1e	Y	Provide a concluding statement or section that follows from and supports the argument presented.	1

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RL.9-10.1	Y	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	All (2)
RL.9-10.2	Y	Literature/Informational: 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; History/Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	All (2)
RL.9-10.3	Y	Literature/Informational: 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; History/Social Studies: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	All (2)
RL.9-10.4	Y	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 (eg., how the language evokes a sense of time and place; how it sets a formal or informal tone).	
RL.9-10.10	Y	Literature/Informational: 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; History/Social Studies: By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All (2)

Interim Assessment 10.2

Subject: English
 Total Questions: 40
 Total Passages: 4
 Total Time: 30

Standard #	Power	Standard Description	# of Questions
COP 501	Y	Use punctuation to set off complex parenthetical phrases.	5
COP 601	Y	Use commas to set off a nonessential/nonrestrictive appositive or clause	5
COP 604	Y	Use a semicolon to indicate a relationship between closely related and independent clauses	5
OUC 601	N	Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs.	4
OUC 602	Y	Rearrange sentences to improve the logic and coherence of a complex paragraph.	4
OUC 603	Y	Add a sentence to introduce or conclude a fairly complex paragraph	4
TOD 301	N	Identify the basic purpose or role of a specified phrase or sentence	4
Revisited			
COP 603	Y	Use an apostrophe to show possession, especially with irregular plural nouns.	4
COU 602	Y	Ensure that a verb agrees with its subject in unusual situations (e.g. when the subject-verb order is inverted or when the subject is an indefinite pronoun).	4
COU 702	Y	Ensure that a verb agrees with its subject when a phrase or a clause between the two suggests a different number for the verb.	4
SST 601	Y	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.	4
WCH 501	Y	Revise a phrase that is redundant in terms of the meaning or logic of the entire sentence.	3

Open Ended Response Items

Subject English
 Total Questions 1
 Total Passages: 1
 Total Time 60

Standard #	Power	Standard Description	# of Questions
W.9-10.2a	Y	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to <u>aiding comprehension</u> .	1
W.9-10.2b	Y	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples <u>appropriate to the audience's knowledge of the topic</u> .	1
W.9-10.2c	Y	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and <u>concepts</u> .	1
W.9-10.2d	Y	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	1
W.9-10.2e	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.9-10.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or <u>the significance of the topic</u>).	1

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RI.9-10.1	Y	Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	All (2)
RI.9-10.4	Y	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 (eg., how the language of a court opinion differs from that of a newspaper).	All (2)
RI.9-10.6	Y	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.	All (2)
RI.9-10.8	Y	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.	All (2)
RI.9-10.10	Y	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.	All (2)

Interim Assessment 10.3

Subject: English
 Total Questions: 50
 Total Passages: 4
 Total Time: 30

Standard #	Power	Standard Description	# of Questions
COP 701	N	Use a colon to introduce an example of an elaboration.	2
COU 401	Y	Use idiomatically appropriate prepositions, especially in combination with verbs (e.g. long for, appeal to).	4
COU 502	N	Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using have rather than of.	4
COU 601	N	Correctly use reflexive pronouns, the possessive pronouns its and your, and the relative pronouns who and whom.	4
COU 701	N	Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas.	3
TOD 602	Y	Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	4
WCH 302	N	Revise expressions that deviate from the style of an essay.	2
WCH 402	N	Use the word or phrase most consistent with the style and tone of a fairly straightforward essay	3
WCH 503	Y	Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	4
Revisited			
COP 501	Y	Use punctuation to set off complex parenthetical phrases.	3
COP 601	Y	Use commas to set off a nonessential/nonrestrictive appositive or clause	3
COP 603	Y	Use an apostrophe to show possession, especially with irregular plural nouns.	2
COP 604	Y	Use a semicolon to indicate a relationship between closely related and independent clauses	2
COU 602	Y	Ensure that a verb agrees with its subject in unusual situations (e.g. when the subject-verb order is inverted or when the subject is an indefinite pronoun).	2
COU 702	Y	Ensure that a verb agrees with its subject when a phrase or a clause between the two suggests a different number for the verb.	1
OUC 602	Y	Rearrange sentences to improve the logic and coherence of a complex paragraph.	1
OUC 603	Y	Add a sentence to introduce or conclude a fairly complex paragraph	2
SST 601	Y	Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.	2
WCH 501	Y	Revise a phrase that is redundant in terms of the meaning of logic of the entire sentence.	2

50

Open Ended Response Items

Subject English
 Total Questions 1
 Total Passages: 1
 Total Time 60

Standard #	Power	Standard Description	# of Questions
W.9-10.1a	Y	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	1
W.9-10.1b	Y	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	1
W.9-10.1c	Y	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	1
W.9-10.1d	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.9-10.1e	Y	Provide a concluding statement or section that follows from and supports the argument presented.	1

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RL.9-10.1	Y	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	All (2)
RL.9-10.2	Y	Literature/Informational: 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; History/Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	All (2)
RL.9-10.3	Y	Literature/Informational: 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; History/Social Studies: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	All (2)
RL.9-10.4	Y	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 (eg., how the language evokes a sense of time and place; how it sets a formal or informal tone).	
RL.9-10.10	Y	Literature/Informational: 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; History/Social Studies: By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All (2)

English 11 Open-ended Response Standards

Power CCSS

ENGLISH OER CCSS				
Power F	W.11-12.2e	W.11-12.2e		
Power E	W.11-12.2d	W.11-12.2d	W.11-12.1e	W.11-12.1e
Power D	W.11-12.2c	W.11-12.2c	W.11-12.1d	W.11-12.1d
Power C	W.11-12.2f	W.11-12.2f	W.11-12.1c	W.11-12.1c
Power B	W.11-12.2b	W.11-12.2b	W.11-12.1b	W.11-12.1b
Power A	W.11-12.2a	W.11-12.2a	W.11-12.1a	W.11-12.1a
	1st Quarter OER Items	2nd Quarter OER Items	3rd Quarter OER Items	4th Quarter OER Items

READING OER CCSS

		CCSS.ELA-Literacy.RL11-12.1
		CCSS.ELA-Literacy.RL11-12.2
		CCSS.ELA-Literacy.RL11-12.3
		CCSS.ELA-Literacy.RL11-12.4
		CCSS.ELA-Literacy.RL11-12.7
		CCSS.ELA-Literacy.RL11-12.8
		CCSS.ELA-Literacy.RL11-12.9
CCSS.ELA-Literacy.RI11-12.1	CCSS.ELA-Literacy.RI11-12.1	CCSS.ELA-Literacy.RI11-12.1

Standard #	Standard Description
TOD 702	Add a phrase or sentence ot accomplish a complex purpose often expressed in terms of the main focus of the essay.
TOD 601	Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material
OUC 701	Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay.
WCH 601	Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g. "an aesthetic viewpoint" versus "the outlook of an aesthetic viewpoint.")
WCH 602	Correct vague and wordy or clumsy and confusing writing containing sophisticated language
WCH 701	Delete redundant material that involves subtle concepts or that is redundant in terms of a paragraph as a whole

11.1

Open Ended Response Items

Subject English

Total Questions 1

Total Passages: 1

Total Time 60

Standard #	Power	Standard Description	# of Questions
W.11-12.2a	Y	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.11-12.2b	Y	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.11-12.2c	Y	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
W.11-12.2d	Y	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	1
W.11-12.2e	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.11-12.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RL.11-12.1	Y	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; History/Social Studies: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	All (2)
RL.11-12.2	Y	Literature/Informational: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. History/Social Studies: Determine two or more central ideas of a text and analyze their	All (2)
RL.11-12.4	Y	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	All (2)
RL.11-12.3	Y	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the actions are ordered, how the characters are introduced and developed).	All (2)

11.2

Open Ended Response Items

Subject English

Total Questions 1

Total Passages: 1

Total Time 60

Standard #	Power	Standard Description	# of Questions
W.11-12.2a	Y	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.11-12.2b	Y	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.11-12.2c	Y	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
W.11-12.2d	Y	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	1
W.11-12.2e	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.11-12.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RI.11-12.1	Y	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; History/Social Studies: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	All (2)
RI.11-12.2	Y	Literature/Informational: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. History/Social Studies: Determine two or more central ideas of a text and analyze their	All (2)
RI.11-12.3	Y	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	
RI.11-12.4	Y	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)	All (2)
RI.11-12.5	Y	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	All (2)
RI.11-12.6	Y	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	All (2)
RI.11-12.8	Y	Literature/Informational: N/A; History/Social Studies: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential	All (2)

11.3

Open Ended Response Items

Subject English

Total Questions 1

Total Passages: 1

Total Time 60

Standard #	Power	Standard Description	# of Questions
W.11-12.2a	Y	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.11-12.2b	Y	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.11-12.2c	Y	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
W.11-12.2d	Y	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	1
W.11-12.2e	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.11-12.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RI.11-12.1	Y	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; History/Social Studies: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	All (2)
RI.11-12.2	Y	Literature/Informational: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. History/Social Studies: Determine two or more central ideas of a text and analyze their	All (2)
RI.11-12.4	Y	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)	All (2)
RI.11-12.5	Y	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	All (2)
RI.11-12.6	Y	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	All (2)
RI.11-12.7	Y	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	All (2)
RI.11-12.9	Y	Analyze seventeenth, eighteenth, and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	All (2)

Open Ended Response Items

Subject English

Total Questions 1

Total Passages: 2

Total Time 60

Standard #	Power	Standard Description	# of Questions
W.11-12.1a	Y	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	1
W.11-12.1b	Y	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	1
W.11-12.1c	Y	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	1
W.11-12.1d	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.11-12.1e	Y	Provide a concluding statement or section that follows from and supports the argument presented.	1

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RI.11-12.3	Y	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	
RI.11-12.4	Y	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)	All (2)
RI.11-12.7	Y	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	All (2)
RI.11-12.9	Y	Analyze seventeenth, eighteenth, and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	
RL.11-12.1 RI.11-12.1	Y	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; History/Social Studies: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	All (2)
RL.11-12.2 RI.11-12.2	Y	Literature/Informational: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. History/Social Studies: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	All (2)
RL.11-12.3	Y	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the actions is ordered, how the characters are introduced and developed).	
RL.11-12.4	Y	Determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (include Shakespeare as well as other authors).	
RL.11-12.7	Y	Analyze multiple interpretations of a story, drama, or poem (eg., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	All (2)
RL.11-12.8 RI.11-12.8	Y	Literature/Informational: N/A; History/Social Studies: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	All (2)
RL.11-12.9	Y	Demonstrate knowledge of eighteenth, nineteenth, and early twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	

Subject English

Total Questions 1

Total Passages: 3

Total Time 60

Standard #	Power	Standard Description	# of Questions
W.11-12.2a	Y	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.11-12.2b	Y	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.11-12.2c	Y	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
W.11-12.2d	Y	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	1
W.11-12.2e	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.11-12.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

Interim Assessment 10.3

Subject: Math 10.3
 Total Questions: 40
 Total Passages:
 Total Time: 40 Minutes

Standard #	Power	Standard Description	# of Questions
GRE 603	N	Use the distance formula	2
PPF 503	N	Use properties of isosceles triangles	2
PPF 601	Y	Apply properties of 30-60-90, 45-45-90, similar, and congruent triangles	5
PPF 602	N	Use the Pythagorean Theorem	3
NCP 508	Y	Determine when an expression is undefined	3
NCP 605	N	Multiply two complex numbers	1
FUN 502	N	Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths	2
FUN 601	N	Evaluate composite functions at integer values	2
FUN 602	Y	Apply basic trigonometric ratios to solve right-triangle problems	2
NCP 701	Y	Draw conclusions based on number concepts, algebraic properties, expressions and numbers	1
Revised			
PPF 703	Y	Use relationships among circles, arcs, and distances in a circle	1
PPF 501	Y	Use several angle properties to find an unknown angle measure	1
MEA 501	Y	Compute the area of triangles and rectangles when one or more additional simple steps is required	1
GRE 502	Y	Determine the slope of a line from points or equations	1
GRE 504	Y	Find the midpoint of a line segment	1
XEI 601	Y	Manipulate expressions and equations (Complex)	2
GRE 601	Y	Interpret and use information from graphs in the coordinate plane	2
GRE 604	Y	Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point	2
NCP 505	Y	Work with squares and square roots of numbers	2
NCP 604	Y	Apply rules of exponents (Complex)	2
XEI 605	Y	Solve quadratic equations	2

40

Open Ended Response Items

Total Questions
 Total Passages:
 Total Time

Standard #	Power	Standard Description	# of Questions
7 G B 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	
8 G A 3		Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.	
G-CO C 9		Prove theorems about lines and angles.	
G-SRT A 2		Given two figures use the definition of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	
F-LE 5		Interpret the parameters in a linear or exponential function in terms of a context.	
N-RN 2		Rewrite expressions involving radical and rational exponents using the properties of exponents	

Mathematics College Readiness Standards

Score Range	Standard #	Standard Grouping							
		Basic Operations & Application (BOA)	Probability, Statistics, & Data Analysis (PSD)	Numbers: Concepts & Properties (NCP)	Expressions, Equations, & Inequalities (XEI)	Graphical Representations (GRE)	Properties of Plane Figures (PPF)	Measurement (MEA)	Functions (FUN)
1-12	101								
13-15	201	Perform one-operation computation with whole numbers and decimals	Calculate the average of a list of positive whole numbers	Recognize equivalent fractions and fractions in lowest terms	Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$)	Identify the location of a point with a positive coordinate on the number line		Estimate or calculate the length of a line segment based on other lengths given on a geometric figure	
	202	Solve problems in one or two steps using whole numbers	Perform a single computation using information from a table or chart		Solve equations in the form $x + a = b$ where a and b are whole numbers or decimals				
	203	Perform common conversions (e.g., inches to feet or hours to minutes)							
16-19	301	Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent	Calculate the average of a list of numbers	Recognize one-digit factors of a number	Substitute whole numbers for unknown quantities to evaluate expressions	Locate points on the number line and in the first quadrant	Exhibit some knowledge of the angles associated with parallel lines	Compute the perimeter of polygons when all side lengths are given	
	302	Solve some routine two-step arithmetic problems	Calculate the average, given the number of data values and the sum of the data values	Identify a digit's place value	Solve one-step equations having integer or decimal answers			Compute the area of rectangles when whole number dimensions are given	
	303		Read tables and graphs		Combine like terms (e.g., $2x + 5x$)				
	304		Perform computations on data from tables and graphs						
	305		Use the relationship between the probability of an event and the probability of its complement						
20-23	401	Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average	Calculate the missing data value, given the average and all data values but one	Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, prime and greatest common factor	Evaluate algebraic expressions by substituting integers for unknown quantities	Locate points in the coordinate plane	Find the measure of an angle using properties of parallel lines	Compute the area and perimeter of triangles and rectangles in simple problems	Evaluate quadratic functions, expressed in function notation, at integer values
	402		Translate from one representation of data to another (e.g., a bar graph to a circle graph)		Add and subtract simple algebraic expressions	Comprehend the concept of length on the number line (PLAN and ACT only)	Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90, 180, and 360)	Use geometric formulas when all necessary information is given	
	403		Determine the probability of a simple event		Solve routine first-degree equations	Exhibit knowledge of slope (PLAN and ACT only)			
	404		Exhibit knowledge of simple counting techniques (PLAN and ACT only)		Perform straightforward word-to-symbol translations				
	405				Multiply two binomials (PLAN and ACT only)				
24-27	501	Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)	Calculate the average, given the frequency counts of all the data values	Find and use the least common multiple	Solve real-world problems using first-degree equations	Identify the graph of a linear inequality on the number line (PLAN and ACT only)	Use several angle properties to find an unknown angle measure	Compute the area of triangles and rectangles when one or more additional simple steps are required	Evaluate polynomial functions, expressed in function notation, at integer values
	502		Manipulate data from tables and graphs	Order fractions	Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)	Identify the graph of a linear inequality on the number line (PLAN and ACT only)	Recognize Pythagorean triples (PLAN and ACT only)	Compute the area and circumference or circles after identifying necessary information	Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths
	503		Compute straightforward probabilities for common situations	Work with numerical factors	Identify solutions to simple quadratic equations	Match linear graphs with their equations (PLAN and ACT only)	Use properties of isosceles triangles (PLAN and ACT only)	Compute the perimeter or simple composite geometric figures with unknown side lengths (PLAN and ACT only)	
	504		Use Venn diagrams in counting (PLAN and ACT only)	Work with scientific notation	Add, subtract, and multiply polynomials (PLAN and ACT only)	Find the midpoint of a line segment (PLAN and ACT only)			
	505			Work with squares and square roots of numbers	Factor simple quadratics (e.g., the difference of squares and perfect square trinomials) (PLAN and ACT only)				
	506			Work problems involving positive integer exponents (PLAN and ACT only)	Solve first-degree inequalities that do not require reversing the inequality sign (PLAN and ACT only)				
	507			Work with cubes and cube roots of numbers (PLAN and ACT only)					
	508			Determine when an expression is undefined (PLAN and ACT only)					
	509			Exhibit some knowledge of the complex numbers (PLAN and ACT only)					
28-32	601	Solve word problems containing several rates, proportions, or percentages	Calculate or use a weighted average	Apply number properties involving prime factorization	Manipulate expressions and equations	Interpret and use information from graphs in the coordinate plane	Apply properties of 30-60-90, 45-45-90, similar, and congruent triangles	Use relationships involving area, perimeter, and volume of geometric figures to compute another measure	Evaluate composite functions at integer values
	602		Interpret and use information from figures, tables, and graphs	Apply number properties involving even/odd numbers and factors/multiples	Write expressions, equations, and inequalities for common algebra settings	Match number line graphs with solution sets of linear inequalities	Use the Pythagorean Theorem		Apply basic trigonometric ratios to solve right-triangle problems
	603		Apply counting techniques	Apply number properties involving positive/negative numbers	Solve linear inequalities that require reversing the inequality sign	Use the distance formula			
	604		Compute a probability when the event and/or sample space are not given or obvious	Apply rules of exponents	Solve absolute value equations	Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point			
	605			Multiply two complex numbers (ACT only)	Solve quadratic equations	Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) (ACT only)			
	606				Find solutions to systems of linear equations				
33-36	701	Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)	Distinguish between mean, median and mode for a list of numbers	Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers	Write expressions that require planning and/or manipulating to accurately model a situation	Match number line graphs with solution sets of simple quadratic inequalities	Draw conclusions based on a set of conditions	Use scale factors to determine the magnitude of a size change	Write an expression for the composite of two simple functions
	702		Analyze and draw conclusions based on information from figures, tables, and graphs	Exhibit knowledge of logarithms and geometric sequences	Write equations and inequalities that require planning, manipulating, and/or solving	Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$	Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas	Compute the area of composite geometric figures when planning or visualization is required	Use trigonometric concepts and basic identities to solve problems
	703		Exhibit knowledge of conditional and joint probability	Apply properties of complex numbers	Solve simple absolute value inequalities	Solve problems integrating multiple algebraic and/or geometric concepts		Use relationships among circles, arcs, and distances in a circle	Exhibit knowledge of unit circle trigonometry
	704				Analyze and draw conclusions based on information from graphs in the coordinate plane				Match graphs of basic trigonometric functions with their equations

Standard #	Standard Description	Grade
8.EE.7	Solve linear equations in one variable. a. 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). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms	9
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., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	9
A. REI. 1	Understanding solving equations as a process of reasoning and explain the reasoning: (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.	9
A. REI. 1	Understanding solving equations as a process of reasoning and explain the reasoning: (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.	9
A. REI.1	Understanding solving equations as a process of reasoning and explain the reasoning: (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.	9
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.	9
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.	9
A.CED.1	Create equations and inequalities in one variable and use them to solve problems.	9
A.CED.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	9
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.	9
A.SSE.1	Interpret the structure of expressions: Interpret expressions that represent a quantity in terms of its context	9
F.IF. 1	Understand the concept of a function and use function notation: (1) Understand that a function from one set (called the domain) 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 $y = f(x)$	9
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.	9
S.ID.7	Interpret linear models: Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data	9
S.ID.7	Interpret linear models: Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data	9

8-EE 7	Solve linear equations in one variable. a. 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). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	10
A-CED 2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales	10
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 equations $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make table 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.	10
A-REI 4b	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.	10
G-C 2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	10
G-CO 10	Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining	10
G-CO 9	Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate	10
G-GPE 4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and	10
G-GPE 5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	10
G-GPE 7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula	10
G-GPE 7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula	10
G-SRT 2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	10

N-RN 2	Rewrite expressions involving radical and rational exponents using the properties of exponents	10
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. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.	11
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.	11
A-REI 4a	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.	11
A-REI 4b	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .	11
F-BF 4a	Find inverse functions (solve an equation of the form for a simple function that has an inverse and write an expression for the inverse.	11
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.*	11
F-IF 7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	11
F-IF 7e	Graph exponential and logarithmic functions, showing intercepts and end behavior.	11
F-LE 4	F-LE 4 For exponential model, express as a logarithm the solution to where are numbers and the base is ; evaluate the logarithm using technology.	11
F-LE 5	Interpret the parameters in a linear or exponential function in terms of a context.	11
G-C 5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	11
G-CO 9	Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	11
G-GPE 7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	11
G-MG 2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	11
N-RN 1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5.	11
N-RN 2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	11

Math 9: Quarterly Interim & Standards

Power CRS
 Remaining Quarterly CRS

			CRS	PSD 305	CRS
			CRS	PSD 402	CRS
			CRS	PSD 502	CRS
			CRS	PSD 503	CRS
			CRS	PSD 504	CRS
			CRS	PSD 601	CRS
			CRS	PSD 602	CRS
			CRS	PSD 604	CRS
			CRS	FUN 501	CRS
			Power J	NCP 604	Power J
			Power I	XEI 405	Power I
			Power H	XEI 504	Power H
			Power G	XEI 606	Power G
		CRS		XEI 502	CRS
		CRS		XEI 506	CRS
		CRS		XEI 601	CRS
		CRS		XEI 602	CRS
		CRS		XEI 603	CRS
		CRS		GRE 301	CRS
		CRS		GRE 401	CRS
		CRS		GRE 501	CRS
		CRS		GRE 502	CRS
		CRS		GRE 503	CRS
		CRS		GRE 602	CRS
		Power F		GRE 403	Power F
	CRS			PSD 401	CRS
	CRS			BOA 203	CRS
	CRS			PSD 304	CRS
	CRS			XEI 302	CRS
	CRS			XEI 303	CRS
	CRS			XEI 401	CRS
	CRS			XEI 404	CRS
	CRS			XEI 501	CRS
	Power E			BOA 401	Power E
	Power D			BOA 501	Power D
	Power C			XEI 402	Power C
	Power B			XEI 403	Power B
CRS				BOA 201	CRS
CRS				BOA 202	CRS
CRS				BOA 301	CRS
CRS				BOA 302	CRS
CRS				NCP 201	CRS
CRS				NCP 301	CRS
CRS				NCP 302	CRS
CRS				NCP 501	CRS
CRS				NCP 502	CRS
CRS				NCP 503	CRS
CRS				PSD 301	CRS
CRS				XEI 201	CRS
CRS				XEI 202	CRS
CRS				XEI 301	CRS
Power A				NCP 401	Power A
				1st Quarter Interim	
				2nd Quarter Interim	
				3rd Quarter Interim	
				4th Quarter Interim	

			A.CED.2
			F.IF.1
MP.3	8.EE.7		S.ID.7
8.NS.2	A.SSE.1		A.CED.1
N.RN.3	A.CED.1		A.REI.1
A.REI.1	A.REI.1		
1st Quarter OER Items	2nd Quarter OER Items	3rd Quarter OER Items	4th Quarter OER Items

Interim Assessment 9.1

Subject: Math 9.1
 Total Questions: 30
 Total Passages:
 Total Time: 30 minutes

Standard #	Power	Standard Description	# of Questions
BOA 201	N	Perform one operation computation with whole numbers and decimals	1
BOA 202	N	Solve problems in one or two steps using whole numbers	2
BOA 301	N	Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent	3
BOA 302	N	Solve some routine two-step arithmetic problems	3
NCP 201	N	Recognize equivalent fractions and fractions in lowest terms	2
NCP 301	N	Recognize one-digit factors of a number	1
NCP 302	N	Identify a digit's place value	1
NCP 401	Y	Exhibit knowledge of elementary number concepts including rounding, the order of decimals, pattern identification, absolute value, primes, and the greatest common factor	4
NCP 501	N	Find and use the least common multiple	2
NCP 502	N	Order fractions	2
NCP 503	N	Work with numerical factors	2
PSD 301	N	Calculate the average of a list of numbers	1
XEI 201	N	Exhibit knowledge of basic expressions (e.g, identify an expression for a total as $b + g$)	2
XEI 202	N	Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals	1
XEI 301	N	Substitute whole numbers for unknown quantities to evaluate expressions	3

30

Open Ended Response Items

Total Questions
 Total Passages:
 Total Time

Standard #	Power	Standard Description	# of Questions
MP.3	N	Construct viable arguments and critique reasoning of others	1
8.NS.2	N	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., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	1
A.REI.1	Y	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.	2
N.RN.3	N	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.	2

Interim Assessment 9.2

Subject: Math 9.2

Total Questions: 30

Total Passages:

Total Time: 30 minutes

Standard #	Power	Standard Description	# Of Questions
BOA 203	N	Perform common conversions (e.g. inches to feet or hours to minutes)	2
BOA 401	Y	Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average	3
BOA 501	Y	Solve multi-step arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)	3
PSD 304	N	Perform computations on data from tables and graphs	2
PSD 401	N	Calculate the missing data value, given the average and all data values but one.	1
XEI 302	N	Solve one-step equations having integer or decimal answers	2
XEI 303	N	Combine like terms (e.g. $2x + 5x$)	2
XEI 401	N	Evaluate algebraic expressions by substituting integers for unknown quantities	3
XEI 402	Y	Add and subtract simple algebraic expressions	3
XEI 403	Y	Solve routine first-degree equations	3
XEI 404	N	Perform straightforward word-to-symbol translations	2
XEI 501	N	Solve real world problems using first degree equations	2
Revised			
NCP 401	Y	Exhibit knowledge of elementary number concepts including rounding, the order of decimals, pattern identification, absolute value, primes, and the greatest common factor	2

30

Open Ended Response Items

Total Questions

Total Passages:

Total Time

Standard #	Power	Standard Description	# of Questions
A.SSE.1	N	Interpret the structure of expressions: Interpret expressions that represent a quantity in terms of its context	1
A. REI. 1	Y	Understanding solving equations as a process of reasoning and explain the reasoning: (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.	1
A.CED.1	Y	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.	1
8.EE.7		Solve linear equations in one variable. a. 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). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	3

Interim Assessment 9.3

Subject: Math 9.3

Total Questions: 30

Total Passages:

Total Time: 30 minutes

Standard #	Power	Standard Description	# Of Questions
XEI 502	N	Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g. rate and distance problems and problems that can be solved by using proportions)	2
XEI 506	N	Solve first degree inequalities that do not require reversing the inequality sign	2
XEI 601	N	Manipulate expressions and equations (Basic)	2
XEI 602	N	Write expressions, equations, and inequalities for common algebra settings	2
XEI 603	N	Solve linear inequalities that require reversing the inequality sign	1
GRE 301	N	Locate points on the number line and in the first quadrant	1
GRE 401	N	Locate points in the coordinate plane	2
GRE 403	Y	Exhibit knowledge of slope	3
GRE 501	N	Identify the graph of a linear inequality on the number line	2
GRE 502	N	Determine the slope of a line from points of equations	1
GRE 503	N	Match linear graphs with their equations	2
GRE 602	N	Match number line graphs with solution sets of linear inequalities	2
Revised			
BOA 501	Y	Solve multi-step arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)	1
BOA 401	Y	Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average	2
XEI 402	Y	Add and subtract simple algebraic expressions	2
XEI 403	Y	Solve routine first-degree equations	1
NCP 401	Y	Exhibit knowledge of elementary number concepts including rounding, the order of decimals, pattern identification, absolute value, primes, and the greatest common factor	2

30

Open Ended Response Items

Total Questions

Total Passages:

Total Time

Standard #	Power	Standard Description	# of Questions
A.CED.1	Y	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.	3
S.ID.7	Y	Interpret linear models: Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data	2
A. REI. 1	Y	Understanding solving equations as a process of reasoning and explain the reasoning: (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.	1

Interim Assessment 9.4

Subject: Math 9.4
 Total Questions: 30
 Total Passages:
 Total Time: 30 minutes

Standard #	Power	Standard Description	# Of Questions
PSD 305	N	Use the relationship between the probability of an event and the probability of its complement	1
PSD 402	N	Translate from one representation of data to another (e.g., a bar graph to a circle graph)	1
PSD 502	N	Manipulate data from tables and graphs	1
PSD 503	N	Compute straightforward probabilities for common situations (Determine the probability of a simple event)	2
PSD 504	N	Use Venn diagrams in counting	1
PSD 601	N	Calculate or use a weighted average (Calculate the average, given the frequency counts of all the data values)	2
PSD 602	N	Interpret and use information from figures, tables and graphs	1
PSD 604	N	Compute a probability when the event and/or sample space are not given or obvious	1
NCP 604	Y	Apply rules of exponents (Basic)	3
XEI 405	Y	Multiply binomials (Basic)	2
XEI 504	Y	Add, subtract, and multiply polynomials (Basic)	1
FUN 501	N	Evaluate polynomial functions, expressed in function notation, at integer values (Evaluate quadratic functions, expressed in function notation, at integer values)	2
Revised			
XEI 402	Y	Add and subtract simple algebraic expressions	1
XEI 403	Y	Solve routine first-degree equations	1
BOA 401	Y	Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average	3
BOA 501	Y	Solve multi-step arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)	2
XEI 606	Y	Find solutions to systems of linear equations	2
NCP 401	Y	Exhibit knowledge of elementary number concepts including rounding, the order of decimals, pattern identification, absolute value, primes, and the greatest common factor	2
GRE 403	Y	Exhibit knowledge of slope	1

30

Open Ended Response Items

Total Questions
 Total Passages:
 Total Time

Standard #	Power	Standard Description	# of Questions
A.CED.2	N	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	1
F.IF. 1	N	Understand the concept of a function and use function notation: (1) Understand that a function from one set (called the domain) 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 $y = f(x)$	1
A.CED.1	Y	Create equations and inequalities in one variable and use them to solve problems.	1
S.ID.7	Y	Interpret linear models: Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data	2
A. REI.1	Y	Understanding solving equations as a process of reasoning and explain the reasoning: (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.	1

Math 10: Quarterly Interim & Standards

Power CRS
 Remaining Quarterly CRS

CRS				CRS	BOA 401	CRS		
CRS				CRS	BOA 601	CRS		
CRS				CRS	NCP 504	CRS		
CRS				CRS	MEA 701	CRS		
CRS				CRS	PSD 603	CRS		
Power T				Power T	PPF 701	Power T		
Power S				Power S	PPF 702	Power S		
Power Q				Power Q	MEA 503	Power Q		
Power P				Power P	MEA 601	Power P		
Power O				Power O	MEA 702	Power O		
CRS		CRS		CRS	GRE 603	CRS		
CRS		CRS		CRS	PPF 503	CRS		
CRS		CRS		CRS	PPF 602	CRS		
CRS		CRS		CRS	NCP 605	CRS		
CRS		CRS		CRS	FUN 502	CRS		
CRS		CRS		CRS	FUN 601	CRS		
Power O		Power O		Power O	FUN 602	Power O		
Power N		Power N		Power N	NCP 508	Power N		
Power M		Power M		Power M	NCP 701	Power M		
Power L		Power L		Power L	PPF 601	Power L		
CRS	CRS			CRS	MEA 401	CRS		
CRS	CRS			CRS	MEA 402	CRS		
CRS	CRS			CRS	MEA 502	CRS		
CRS	CRS			CRS	NCP 507	CRS		
CRS	CRS			CRS	NCP 509	CRS		
CRS	CRS			CRS	XEI 405	CRS		
CRS	CRS			CRS	XEI 503	CRS		
CRS	CRS			CRS	XEI 504	CRS		
CRS	CRS			CRS	XEI 505	CRS		
Power K	Power K			Power K	PPF 703	Power K		
Power J	Power J			Power J	MEA 501	Power J		
Power I	Power I			Power I	NCP 505	Power I		
Power H	Power H			Power H	NCP 604	Power H		
Power G	Power G			Power G	XEI 605	Power G		
CRS	CRS			CRS	PPF 301	CRS		
CRS	CRS			CRS	PPF 401	CRS		
CRS	CRS			CRS	PPF402	CRS		
CRS	CRS			CRS	MEA 201	CRS		
CRS	CRS			CRS	MEA 301	CRS		
CRS	CRS			CRS	MEA 302	CRS		
CRS	CRS			CRS	XEI 602	CRS		
CRS	CRS			CRS	XEI 604	CRS		
CRS	CRS			CRS	XEI 703	CRS		
CRS	CRS			CRS	GRE 402	CRS		
CRS	CRS			CRS	GRE 503	CRS		
Power F	Power F	Power F	Power F	Power F	GRE 604	Power F		
Power E	Power E	Power E	Power E	Power E	GRE 601	Power E		
Power D	Power D	Power D	Power D	Power D	GRE 502	Power D		
Power C	Power C	Power C	Power C	Power C	GRE 504	Power C		
Power B	Power B	Power B	Power B	Power B	XEI 601	Power B		
Power A	Power A	Power A	Power A	Power A	PPF 501	Power A		
					1st Quarter Interim	2nd Quarter Interim	3rd Quarter Interim	4th Quarter Interim

	A.APR.A.1	8 G-A 3	
A-CED 2	A-REI 4b	G-CO 9	G-SRT A2
G-GPE 5	ASSE.B.3	G-SRT A2	A-REI 11
G-GPE 6	G.MG.A.3	HSF.LE.B.5	G-CO 10
8-EE 7	8-EE 7	R RN A 2	G-GPE 4
7 G B5	7 G B5	7 G B 5	G-GPE 7
1st Quarter Interim	2nd Quarter Interim	3rd Quarter Interim	4th Quarter Interim

Interim Assessment 10.1

Subject: Math
 Total Questions: 40
 Total Passages:
 Total Time: 40
 Minutes

Standard #	Power	Standard Description	# of Questions
PPF 301	N	Exhibit some knowledge of the angles associated with parallel lines	2
PPF 401	N	Find the measure of an angle using properties of parallel lines	2
PPF 402	N	Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90, 180, and 360)	2
PPF 501	Y	Use several angle properties to find an unknown angle measure	4
MEA 201	N	Estimate or calculate the length of a line segment based on other lengths given on a geometric figure	2
MEA 301	N	Compute the perimeter of polygons when all side lengths are given	2
MEA 302	N	Compute the area of rectangles when whole number dimensions are given	2
XEI 601	Y	Manipulate expressions and equations (Complex)	2
XEI 602	N	Write expressions, equations, and inequalities for common algebra settings	2
XEI 604	N	Solve absolute value equations	2
XEI 703	N	Solve simple absolute value inequalities (Basic)	3
GRE 402	N	Comprehend the concept of length on the number line	3
GRE 502	Y	Determine the slope of a line from points or equations	2
GRE 503	N	Match linear graphs with their equations	2
GRE 504	Y	Find the midpoint of a line segment	2
GRE 601	Y	Interpret and use information from graphs in the coordinate plane	3
GRE 604	Y	Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point	3

40

Open Ended Response Items

Total Questions
 Total Passages:
 Total Time

Standard #	Power	Standard Description	# of Questions
7 G-B 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.	
8.EE.C.7.B		Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	
A.CED.A.2		Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	
G-GPE 5		Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g. find the equation of a line parallel or perpendicular to a given line that passes through a given point).	
G-GPE 6		Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	

Interim Assessment 10.2

Subject: Math 10.2

Total Questions: 40

Total Passages:

Total Time: 40 Minutes

Standard #	Power	Standard Description	# of Questions
MEA 401	N	Compute the area and perimeter of triangles and rectangles in simple problems	2
MEA 402	N	Use geometric formulas when all necessary information is given	2
MEA 501	Y	Compute the area of triangles and rectangles when one or more additional simple steps are required	2
MEA 502	N	Compute the area and circumference of circles after identifying necessary information	3
PPF 703	Y	Use relationships among circles, arcs, and distances in a circle	3
NCP 505	Y	Work with squares and square roots of numbers	4
NCP 507	N	Work with cubes and cube roots of numbers	1
NCP 509	N	Exhibit some knowledge of the complex numbers	1
NCP 604	Y	Apply rules of exponents (Complex)	3
XEI 405	N	Multiply two binomials (Complex)	2
XEI 503	N	Identify solutions to simple quadratic equations	2
XEI 504	N	Add, subtract, and multiply polynomials (Complex)	2
XEI 505	N	Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)	2
XEI 605	Y	Solve quadratic equations	3
Revised			
PPF 501	Y	Use several angle properties to find an unknown angle measure	2
GRE 502	Y	Determine the slope of a line from points or equations	1
XEI 601	Y	Manipulate expressions and equations (Complex)	1
GRE 601	Y	Interpret and use information from graphs in the coordinate plane	2
GRE 604	Y	Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point	1
GRE 504	Y	Find the midpoint of a line segment	1

40

Open Ended Response Items

Total Questions

Total Passages:

Total Time

Standard #	Power	Standard Description	# of Questions
7 G B 5		Use facts about complementary, supplementary, vertical and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	
8-EE 7		Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many	
A-APR A 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	
A-SSE B 3		Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	
A-REI 4b		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.	
G-MG A 3		Apply geometric methods to solve design problems (e.g. designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid system based on ratios).	

Interim Assessment 10.4

Subject: Math 10.4
 Total Questions: 40
 Total Passages:
 Total Time: 40 Minutes

Standard #	Power	Standard Description	# of Questions
BOA 401	N	Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average	2
BOA 601	N	Solve word problems containing several rates, proportions, or percentages	1
NCP 504	N	Work with scientific notation	1
PPF 701	Y	Draw conclusions based on a set of conditions	1
PPF 702	Y	Solve multi-step geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas	2
MEA 503	Y	Compute the perimeter of simple composite geometric figures with unknown side lengths	2
MEA 601	Y	Use relationships involving area, perimeter, and volume of geometric figures to compute another measure	3
MEA 701	N	Use scale factors to determine the magnitude of a size change	2
MEA 702	Y	Compute the area of composite geometric figures when planning or visualization is required	1
PSD 603	N	Apply counting techniques	2
Revised			
MEA 501	Y	Compute the area of triangles and rectangles when one or more additional simple steps is required	1
PPF 501	Y	Use several angle properties to find an unknown angle measure	2
PPF 601	Y	Apply properties of 30-60-90, 45-45-90, similar, and congruent triangles	2
PPF 703	Y	Use relationships among circles, arcs, and distances in a circle	2
GRE 502	Y	Determine the slope of a line from points or equations	1
GRE 504	Y	Find the midpoint of a line segment	1
GRE 601	Y	Interpret and use information from graphs in the coordinate plane	2
GRE 604	Y	Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point	1
NCP 505	Y	Work with squares and square roots of numbers	1
NCP 508	Y	Determine when an expression is undefined	1
NCP 604	Y	Apply rules of exponents (Complex)	1
NCP 701	Y	Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers	3
XEI 601	Y	Manipulate expressions and equations (Complex)	2
XEI 605	Y	Solve quadratic equations	1
FUN 602	Y	Apply basic trigonometric ratios to solve right-triangle problems	2

40

Open Ended Response Items

Total Questions
 Total Passages:
 Total Time

Standard #	Power	Standard Description	# of Questions
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 equations $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make table 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.	
G-CO 10		Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	
G-GPE 4		Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0,2)$.	
G-GPE 7		Use coordinates to compute the perimeters of polygons and area of triangles and rectangles, e.g. using the distance formula.	
G-SRT 2		Given two figures, use the definition of similarity in terms of similarity transformations to decide if they similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	

Math 11: OER Standards

		8 G 7	A-APR 3
8 F 3	A-REI 10	G-GMD 3	F-BF 4a
F-IF 4	A-REI 4b	G-GPE 4	F-IF 7c
F-IF 9	N-RN 1	G-MG 1	F-IF 7e
F-LE 5	N-RN 2	G-MG 3	F-LE 4
1st Quarter Interim	2nd Quarter Interim	3rd Quarter Interim	4th Quarter Interim

11.1-11.4 Standards

Assessment: ACT & ACT Practice Tests

Subject: Math

Total Questions: 60

Total Time: 60 Minutes

Standard #	Standard Description
BOA 601	Solve word problems containing several rates, proportions, or percentages
BOA701	Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g.
PSD 701	Distinguish between mean, median, and mode for a list of numbers
PSD 702	Analyze and draw conclusions based on information from figures, tables, and graphs
PSD 703	Exhibit knowledge of conditional and joint probability
NCP 601	Apply number properties involving prime factorization
NCP 602	Apply number properties involving even/odd numbers and factors/multiples
NCP 603	Apply number properties involving positive/negative numbers
NCP 702	Exhibit knowledge of logarithms and geometric sequences
NCP 703	Apply properties of complex numbers
XEI 701	Write expressions that require planning and/or manipulating to accurately model a situation
XEI 702	Write equations and inequalities that require planning, manipulating, and/or solving
GRE 605	Recognize special characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$
GRE 701	Match number line graphs with solution sets of simple quadratic inequalities
GRE 702	Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = x^2 + c$
GRE 703	Solve problems integrating multiple algebraic and/or geometric concepts
GRE 704	Analyze and draw conclusions based on information from graphs in the coordinate plane
FUN 702	Use trigonometric concepts and basic identities to solve problems
FUN 703	Exhibit knowledge of unit circle trigonometry
FUN 704	Match graphs of basic trigonometric functions with their equations

* *Bolded standards have high frequency on past ACTs*

Open Ended Response Items

Total Questions

Total Passages:

Total Time

Standard #	Power	Standard Description	# of Questions
8 F 3	N	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. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.	1
F-IF 4	N	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.*	3
F-IF 9	N	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.	1
F-LE 5	N	Interpret the parameters in a linear or exponential function in terms of a context.	1

Open Ended Response Items

Total Questions

Total Passages:

Total Time

Standard #	Power	Standard Description	# of Questions
A-REI 10	N	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).	1
A-REI 4b	N	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .	3
N-RN 1	N	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.	1
N-RN 2	N	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	1

Open Ended Response Items

Total Questions

Total Passages:

Total Time

Standard #	Power	Standard Description	# of Questions
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.	1
G-GMD 3		Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	2
G-GPE 4		Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point lies on the circle centered at the origin and containing the point.	1
G-MG 1		Use geometric shapes, their measures, and their properties to describe objects (e.g. modeling a tree trunk or a human torso as a cylinder)	1
G-MG 3		Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios)	1

Open Ended Response Items

Total Questions

Total Passages:

Total Time

Standard #	Power	Standard Description	# of Questions
A-APR 3	N	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.	
F-BF 4a	N	Find inverse functions (solve an equation of the form for a simple function that has an inverse and write an expression for the inverse.	
F-IF 7c	N	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	
F-IF 7e	N	Graph exponential and logarithmic functions, showing intercepts and end behavior.	
F-LE 4	N	F-LE 4 For exponential model, express as a logarithm the solution to where are numbers and the base is ; evaluate the logarithm using technology.	

Open Ended Response Items

Standard #	Power	Standard Description	# of Questions
RI.11-12.3	Y	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	
RI.11-12.4	Y	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)	All (2)
RI.11-12.7	Y	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	All (2)
RI.11-12.9	Y	Analyze seventeenth, eighteenth, and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	
RL.11-12.1 RI.11-12.1	Y	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; History/Social Studies: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the	All (2)
RL.11-12.2 RI.11-12.2	Y	Literature/Informational: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. History/Social Studies: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	All (2)
RL.11-12.3	Y	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the actions is ordered, how the characters are introduced and developed).	
RL.11-12.4	Y	Determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (include Shakespeare as well as other authors).	
RL.11-12.7	Y	Analyze multiple interpretations of a story, drama, or poem (eg., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	All (2)
RL.11-12.8 RI.11-12.8	Y	Literature/Informational: N/A; History/Social Studies: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	All (2)
RL.11-12.9	Y	Demonstrate knowledge of eighteenth, nineteenth, and early twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	

Subject English

Standard #	Power	Standard Description	# of Questions
W.11-12.1a	Y	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	1
W.11-12.1b	Y	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	1
W.11-12.1c	Y	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	1
W.11-12.1d	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.11-12.1e	Y	Provide a concluding statement or section that follows from and supports the argument presented.	1

Score Range	Standard #	Main Ideas and Author's Approach (MID)	Supporting Details (SUP)
13-15	201	Recognize a clear intent of an author or narrator in uncomplicated literary narratives	Locate basic facts (e.g. names, dates, events) clearly stated in a passage
	202		
16-19	301	Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	Locate simple details at the sentence and paragraph level in uncomplicated passages
	302		Recognize a clear function of a part of an uncomplicated passage
20-23	401	Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	Locate important details in uncomplicated passages
	402	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in uncomplicated passages	Make simple inferences about how details are used in passages
	403		
	501	Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated literary narratives	Locate important details in more challenging passages
	502	Infer the main idea or purpose of straightforward paragraphs in more challenging passages	Locate and interpret minor or subtly stated details in uncomplicated passages

24-27	503	Summarize basic events and ideas in more challenging passages	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
	504	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in more challenging passages	
	505		
28-32	601	Infer the main idea or purpose of more challenging passages or their paragraphs	Locate and interpret minor or subtly stated details in more complicated passages
	602	Summarize events and ideas in virtually any passage	Use details from different sections of some complex informational passages to support a specific point or argument
	603	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence use) in virtually any passage	
33-36	701	Identify clear main ideas or purposes of complex passages or their paragraphs	Locate and interpret details in complex passages
	702		Understand the function of a part of a passage when the function is subtle or complex
	703		

Readiness Standards

Standard Grouping		
Sequential, Comparative, and Cause-Effect Relationships (REL)	Meaning of Words (MOW)	Generalizations and Conclusions (GEN)
Determine when (e.g. first, last, before, after) or if an event occurred in uncomplicated passages	Understand the implication of a familiar word or phrase and of simple descriptive language	Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives
Recognize clear cause-effect relationships described within a single sentence in a passage		
Identify relationships between main characters in uncomplicated literary narratives	Use context to understand basic figurative language	Draw simple generalizations and conclusions about people, ideas and so on in uncomplicated passages
Recognize clear cause- effect relationships within a single paragraph in uncomplicated literary narratives		
Order simple sequences of events in uncomplicated literary narratives	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases and statements in uncomplicated passages	Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages
Identify clear relationships between people, ideas, and so on in uncomplicated passages		Draw simple generalizations and conclusions using details that support the main points of more challenging passages
Identify clear cause-effect relationships in uncomplicated passages		
Order sequences of events in uncomplicated passages	Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages	Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
Understand relationships between people, ideas, and so on in uncomplicated passages	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases and statements in more challenging passages	Draw generalizations and conclusions about people, ideas and so on in more challenging passages

Identify clear relationships between characters, ideas, and so on in more challenging literary narratives		
Understand implied or subtly stated cause-effect relationships in uncomplicated passages		
Identify clear cause- effect relationships in more challenging passages		
Order sequences of events in more challenging passages	Determine the appropriate meaning of words, phrases, or statement from figurative or somewhat technical contexts	Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas and so on
Understand the dynamics between people, ideas, and so on in more challenging passages		
Understand implied or subtly stated cause-effect relationships in more challenging passages		
Order sequence of events in complex passages	Determine, even when the language is richly figurative and the vocabulary difficult, the appropriate meaning of context-dependent words, phrases, or statement in virtually any passage	Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage
Understand the subtleties in relationships between people, ideas, and so on in virtually any passage		Understand and generalize about portions of complex literary narrative
Understand implied, subtle, or complex cause- effect relationships in virtually any passage		

RI.11-12.1	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; History/Social Studies: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Literature/Informational: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. History/Social Studies: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.9	Analyze seventeenth, eighteenth, and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
RI.9-10.1	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RI.9-10.10	Literature/Informational: 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; History/Social Studies: By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.9-10.2	Literature/Informational: 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; History/Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (eg., how the language of a court opinion differs from that of a newspaper).

RI.9-10.6	<u>Literature/Informational:</u> 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; <u>History/Social Studies:</u> Determine 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.
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.
RL.11-12.1	<u>Literature/Informational:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; <u>History/Social Studies:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	<u>Literature/Informational:</u> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <u>History/Social Studies:</u> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set , how the actions is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RI.9-10.1	<u>Literature/Informational:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; <u>History/Social Studies:</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RI.9-10.10	<u>Literature/Informational:</u> 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; <u>History/Social Studies:</u> By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.9-10.2	<u>Literature/Informational:</u> 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; <u>History/Social Studies:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RI.9-10.3	<u>Literature/Informational:</u> 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; <u>History/Social Studies:</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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 (eg., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<i>RL.9-10.7</i>	<u>Literature:</u> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment; <u>Informational:</u> Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account; <u>History/Social Studies:</u> Integrate quantitative or technical analysis with qualitative analysis in print or digital text.

Standard #	Standard Description
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Reading 9: Quarterly Interim & Standards

	Power CRS
	Remaining Quarterly CRS

			SUP 501	Power K
CRS	MID 201			
CRS	REL 202			
CRS	REL 302			
CRS	SUP 302			
Power J	GEN 402		GEN 402	Power J
Power I	MID 503		MID 503	Power I
Power H	REL 402		REL 402	Power H
Power G	REL 403		REL 403	Power G
CRS	GEN 301			
CRS	REL 301			
CRS	REL 401			
Power F	GEN 401	GEN 401	GEN 401	Power F
Power E	MID 402	MID 402	MID 402	Power E
Power D	SUP 402	SUP 402	SUP 402	Power D
CRS	GEN 201			
CRS	MID 301			
CRS	MOW 201			
CRS	MOW 301			
CRS	REL 201			
CRS	SUP 201			
CRS	SUP 301			
Power C	MID 401	MID 401	MID 401	Power C
Power B	MOW 401	MOW 401	MOW 401	Power B
Power A	SUP 401	SUP 401	SUP 401	Power A
	1st Quarter Interim	2nd Quarter Interim	3rd Quarter Interim	4th Quarter Interim

READING OER CCSS

CCSS			CCSS.ELA-Literacy.RL9-10.3	CCSS.ELA-Literacy.RI9-10.6	CCSS
Power C	CCSS.ELA-Literacy.RI9-10.1	CCSS.ELA-Literacy.RI9-10.1	CCSS.ELA-Literacy.RL9-10.1	CCSS.ELA-Literacy.RI9-10.1	Power C
Power B	CCSS.ELA-Literacy.RI9-10.2	CCSS.ELA-Literacy.RI9-10.2	CCSS.ELA-Literacy.RL9-10.2	CCSS.ELA-Literacy.RI9-10.2	Power B
Power A	CCSS.ELA-Literacy.RI9-10.10	CCSS.ELA-Literacy.RI9-10.10	CCSS.ELA-Literacy.RL9-10.10	CCSS.ELA-Literacy.RI9-10.10	Power A
	1st Quarter Interim	2nd Quarter Interim	3rd Quarter Interim	4th Quarter Interim	

ENGLISH OER CCSS

Power G				W.9-10.2e	Power G
Power F			W.9-10.2d	W.9-10.2d	Power F
Power D		W.9-10.2c	W.9-10.2c	W.9-10.2c	Power D
Power C	W.9-10.2a	W.9-10.2a	W.9-10.2a	W.9-10.2a	Power C
Power B	W.9-10.2b	W.9-10.2b	W.9-10.2b	W.9-10.2b	Power B
Power A	W.9-10.2f	W.9-10.2f	W.9-10.2f	W.9-10.2f	Power A
	1st Quarter OER Items	2nd Quarter OER Items	3rd Quarter OER Items	4th Quarter OER Items	

Interim Assessment 9.1

Subject: Reading
 Total Questions: 30
 Total Passages: 3
 Total Time: 30 min

Standard #	Power	Standard Description	# of Questions
GEN 201	N	Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives	2
MID 301	N	Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	3
MID 401	Y	Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	4
MOW 201	N	Understand the implication of a familiar word or phrase and of simple descriptive language	2
MOW 301	N	Use context to understand basic figurative language	3
MOW 401	Y	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases and statements in uncomplicated passages	4
REL 201	N	Determine when (e.g. first, last, before, after) or if an event occurred in uncomplicated passages	2
SUP 201	N	Locate basic facts (e.g. names, dates, events) clearly stated in a passage	3
SUP 301	N	Locate simple details at the sentence and paragraph level in uncomplicated passages	3
SUP 401	Y	Locate important details in uncomplicated passages	4

Interim Assessment 9.1 OER

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RI.9-10.1	N	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	All (2)
RI.9-10.2	N	Literature/Informational: 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; History/Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	All (2)
RI.9-10.10	Y	Literature/Informational: 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; History/Social Studies: By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All (2)
RL.9-10.7	N	Literature: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment; Informational: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account; History/Social Studies: Integrate quantitative or technical analysis with qualitative analysis in print or digital text.	<i>Not Assessed- extension standard</i>

Subject English

Standard #	Power	Standard Description	Rubric Row:
W.9-10.2a	Y	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Organization
W.9-10.2b	Y	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Content & Development
W.9-10.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Claim/Thesis

Interim Assessment 9.2

Subject: Reading
 Total Questions: 30
 Total Passages: 3
 Total Time: 30 min

Standard #	Power	Standard Description	# of Questions
GEN 301	N	Draw simple generalizations and conclusions about people, ideas and so on in uncomplicated passages	2
GEN 401	Y	Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages	4
MID 402	Y	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in uncomplicated passages	4
REL 301	N	Identify relationships between main characters in uncomplicated literary narratives	2
REL 401	N	Order simple sequences of events in uncomplicated literary narratives	2
SUP 402	Y	Make simple inferences about how details are used in passages	4
Revisited			
MID 401	Y	Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	4
MOW 401	Y	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases and statements in uncomplicated passages	4
SUP 401	Y	Locate important details in uncomplicated passages	4

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Interim Assessment 9.2 OER

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RI.9-10.1	N	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	All (2)
RI.9-10.2	N	Literature/Informational: 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; History/Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	All (2)
RI.9-10.10	Y	Literature/Informational: 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; History/Social Studies: By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All (2)
RL.9-10.7	N	Literature: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment; Informational: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account; History/Social Studies: Integrate quantitative or technical analysis with qualitative analysis in print or digital text.	Not Assessed- extension standard

Subject English

Standard #	Power	Standard Description	# of Questions
W.9-10.2c	Y	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
Revisited			
W.9-10.2a	Y	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.9-10.2b	Y	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.9-10.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

Interim Assessment 9.3

Subject: Reading
 Total Questions: 30
 Total Passages: 3
 Total Time: 30 min

Standard #	Power	Standard Description	# of Questions
GEN 402	Y	Draw simple generalizations and conclusions using details that support the main points of more challenging passages	3
MID 201	N	Recognize a clear intent of an author or narrator in uncomplicated literary narratives	2
MID 503	Y	Summarize basic events and ideas in more challenging passages	3
REL 202	N	Recognize clear cause-effect relationships described within a single sentence in a passage	1
REL 302	N	Recognize clear cause- effect relationships within a single paragraph in uncomplicated literary narratives	1
REL 402	Y	Identify clear relationships between people, ideas, and so on in uncomplicated passages	3
REL 403	Y	Identify clear cause-effect relationships in uncomplicated passages	3
SUP 302	N	Recognize a clear function of a part of an uncomplicated passage	2
Revisited			
GEN 401	Y	Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages	2
MID 401	Y	Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	2
MID 402	Y	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in uncomplicated passages	2
MOW 401	Y	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases and statements in uncomplicated passages	2
SUP 401	Y	Locate important details in uncomplicated passages	2
SUP 402	Y	Make simple inferences about how details are used in passages	2

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Interim Assessment 9.3 OER

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RL.9-10.1	N	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	All (2)
RL.9-10.2	N	Literature/Informational: 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; History/Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	All (2)
RL.9-10.3	Y	Literature/Informational: 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; History/Social Studies: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	All (2)
RL.9-10.10	Y	Literature/Informational: 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; History/Social Studies: By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All (2)
RL.9-10.7	N	Literature: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment; Informational: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account; History/Social Studies: Integrate quantitative or technical analysis with qualitative analysis in print or digital text.	Not Assessed- extension standard

Subject English

Standard #	Power	Standard Description	# of Questions
W.9-10.2d	Y	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	1
Revisited			
W.9-10.2a	Y	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.9-10.2b	Y	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.9-10.2c	Y	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
W.9-10.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

Interim Assessment 9.4

Subject: Reading
 Total Questions: 30
 Total Passages: 3
 Total Time: 30 min

Standard #	Power	Standard Description	# of Questions
SUP 501	Y	Locate important details in more challenging passages	3
Revisited			
GEN 401	Y	Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages	3
GEN 402	Y	Draw simple generalizations and conclusions using details that support the main points of more challenging passages	4
MID 401	Y	Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	2
MID 402	Y	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in uncomplicated passages	2
MID 503	Y	Summarize basic events and ideas in more challenging passages	2
MOW 401	Y	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases and statements in uncomplicated passages	4
REL 402	Y	Identify clear relationships between people, ideas, and so on in uncomplicated passages.	2
REL 403	Y	Identify clear cause-effect relationships in uncomplicated passages	2
SUP 401	Y	Locate important details in uncomplicated passages	2
SUP 402	Y	Make simple inferences about how details are used in passages	4

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Interim Assessment 9.4 OER

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RI.9-10.1	N	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	All (2)
RI.9-10.2	N	Literature/Informational: 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; History/Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	All (2)
RI.9-10.6	Y	Literature/Informational: 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; History/Social Studies: Determine 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.	All (2)
RI.9-10.10	Y	Literature/Informational: 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; History/Social Studies: By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All (2)
RL.9-10.7	N	Literature: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment; Informational: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account; History/Social Studies: Integrate quantitative or technical analysis with qualitative analysis in print or digital text.	Not Assessed- extension standard

Subject English

Standard #	Power	Standard Description	# of Questions
W.9-10.2e	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
Revisited			
W.9-10.2a	Y	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.9-10.2b	Y	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.9-10.2c	Y	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
W.9-10.2d	Y	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	1
W.9-10.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

Reading 10: Quarterly Interim & Standards

Power CRS
 Remaining Quarterly CRS

		CRS	GEN 501			
		CRS	MID 504			
		CRS	REL 504			
		CRS	REL 505			
		Power J	GEN 601		GEN 601	Power J
		Power I	MID 603		MID 603	Power I
		Power H	REL 603		REL 603	Power H
	CRS		REL 501			
	CRS		REL 502			
	CRS		REL 503			
	CRS		REL 601			
	CRS		SUP 503			
	Power G		REL 602	REL 602	REL 602	Power G
	Power F		SUP 602	SUP 602	SUP 602	Power F
CRS			MID 501			
CRS			MID 502			
CRS			MOW 501			
CRS			MOW 502			
CRS			SUP 501			
CRS			SUP 502			
Power E			GEN 502	GEN 502	GEN 502	Power E
Power D			MID 601	MID 601	MID 601	Power D
Power C			MID 602	MID 602	MID 602	Power C
Power B			MOW 601	MOW 601	MOW 601	Power B
Power A			SUP 601	SUP 601	SUP 601	Power A
			1st Quarter Interim	2nd Quarter Interim	3rd Quarter Interim	4th Quarter Interim

READING OER CCSS

					CCSS.ELA-Literacy.RI 9-10.1	Power F
Power E		CCSS.ELA-Literacy.RL9-10.1	CCSS.ELA-Literacy.RI 9-10.1	CCSS.ELA-Literacy.RL9-10.1	CCSS.ELA-Literacy.RI 9-10.2	Power E
Power D		CCSS.ELA-Literacy.RL9-10.2	CCSS.ELA-Literacy.RI 9-10.4	CCSS.ELA-Literacy.RL9-10.2	CCSS.ELA-Literacy.RI 9-10.4	Power D
Power C		CCSS.ELA-Literacy.RL9-10.3	CCSS.ELA-Literacy.RI 9-10.6	CCSS.ELA-Literacy.RL9-10.3	CCSS.ELA-Literacy.RI 9-10.6	Power C
Power B		CCSS.ELA-Literacy.RL9-10.4	CCSS.ELA-Literacy.RI 9-10.8	CCSS.ELA-Literacy.RL9-10.4	CCSS.ELA-Literacy.RI 9-10.8	Power B
Power A		CCSS.ELA-Literacy.RL9-10.10	CCSS.ELA-Literacy.RI9-10.10	CCSS.ELA-Literacy.RL9-10.10	CCSS.ELA-Literacy.RL9-10.10	Power A
			1st Quarter Interim	2nd Quarter Interim	3rd Quarter Interim	4th Quarter Interim

ENGLISH OER CCSS

			W.9-10.2a		W.9-10.2a	Power F
Power E		W.9-10.1a	W.9-10.2b	W.9-10.1a	W.9-10.2b	Power E
Power D		W.9-10.1b	W.9-10.2c	W.9-10.1b	W.9-10.2c	Power D
Power C		W.9-10.1c	W.9-10.2d	W.9-10.1c	W.9-10.2d	Power C
Power B		W.9-10.1d	W.9-10.2e	W.9-10.1d	W.9-10.2e	Power B
Power A		W.9-10.1e	W.9-10.2f	W.9-10.1e	W.9-10.2f	Power A
			1st Quarter OER Items	2nd Quarter OER Items	3rd Quarter OER Items	4th Quarter OER Items

Interim Assessment 10.1 MC

Subject: Reading
 Total Questions: 25
 Total Passages: 3
 Total Time: 20 Minutes

Standard #	Power	Standard Description	# of Questions
GEN 502	Y	Draw generalizations and conclusions about people, ideas and so on in more challenging passages	2
MID 501	N	Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated literary narratives	2
MID 502	N	Infer the main idea or purpose of straightforward paragraphs in more challenging passages	2
MID 601	Y	Infer the main idea or purpose of more challenging passages or their paragraphs	3
MID 602	Y	Summarize events and ideas in virtually any passage	2
MOW 501	N	Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages	2
MOW 502	N	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases and statements in more challenging passages	2
MOW 601	Y	Determine the appropriate meaning of words, phrases, or statement from figurative or somewhat technical contexts	2
SUP 501	N	Locate important details in more challenging passages	2
SUP 502	N	Locate and interpret minor or subtly stated details in uncomplicated passages	3
SUP 601	Y	Locate and interpret minor or subtly stated details in more complicated passages	3

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Interim Assessment 10.1 OER

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RL.9-10.1	Y	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	All (2)
RL.9-10.2	Y	Literature/Informational: 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; History/Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	All (2)
RL.9-10.3	Y	Literature/Informational: 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; History/Social Studies: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	All (2)
RL.9-10.4	Y	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 (eg., how the language evokes a sense of time and place; how it sets a formal or informal tone).	
RL.9-10.10	Y	Literature/Informational: 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; History/Social Studies: By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All (2)

Subject English

Standard #	Power	Standard Description	# of Questions
W.9-10.1a	Y	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	1
W.9-10.1b	Y	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	1
W.9-10.1c	Y	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	1
W.9-10.1d	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.9-10.1e	Y	Provide a concluding statement or section that follows from and supports the argument presented.	1

Interim Assessment 10.2

Subject: Reading
 Total Questions: 25
 Total Passages: 3
 Total Time: 20 Minutes

Standard #	Power	Standard Description	# of Questions
REL 501	N	Order sequences of events in uncomplicated passages	1
REL 502	N	Understand relationships between people, ideas, and so on in uncomplicated passages	1
REL 503	N	Identify clear relationships between characters, ideas, and so on in more challenging literary narratives	1
REL 601	N	Order sequences of events in more challenging passages	2
REL 602	Y	Understand the dynamics between people, ideas, and so on in more challenging passages	2
SUP 503	N	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages	1
SUP 602	Y	Use details from different sections of some complex informational passages to support a specific point or argument	4
Revisited			
GEN 502	Y	Draw generalizations and conclusions about people, ideas and so on in more challenging passages	3
MID 601	Y	Infer the main idea or purpose of more challenging passages or their paragraphs	3
MID 602	Y	Summarize events and ideas in virtually any passage	2
MOW 601	Y	Determine the appropriate meaning of words, phrases, or statement from figurative or somewhat technical contexts	2
SUP 601	Y	Locate and interpret minor or subtly stated details in more complicated passages	3

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Interim Assessment 10.2 OER

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RI.9-10.1	Y	Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	All (2)
RI.9-10.4	Y	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 (eg., how the language of a court opinion differs from that of a newspaper).	All (2)
RI.9-10.6	Y	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.	All (2)
RI.9-10.8	Y	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.	All (2)
RI.9-10.10	Y	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.	All (2)

Subject English

Standard #	Power	Standard Description	# of Questions
W.9-10.2a	Y	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.9-10.2b	Y	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.9-10.2c	Y	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
W.9-10.2d	Y	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	1
W.9-10.2e	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.9-10.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

Interim Assessment 10.3

Subject: Reading
 Total Questions: 25
 Total Passages: 3
 Total Time: 20 Minutes

Standard #	Power	Standard Description	# of Questions
GEN 501	N	Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives	1
GEN 601	Y	Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas and so on	2
MID 504	N	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in more challenging passages	1
MID 603	Y	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence use) in virtually any passage	3
REL 504	N	Understand implied or subtly stated cause-effect relationships in uncomplicated passages	1
REL 505	N	Identify clear cause- effect relationships in more challenging passages	1
REL 603	Y	Understand implied or subtly stated cause-effect relationships in more challenging passages	2
Revisited			
GEN 502	Y	Draw generalizations and conclusions about people, ideas and so on in more challenging passages	2
MID 601	Y	Infer the main idea or purpose of more challenging passages or their paragraphs	2
MID 602	Y	Summarize events and ideas in virtually any passage	2
MOW 601	Y	Determine the appropriate meaning of words, phrases, or statement from figurative or somewhat technical contexts	2
REL 602	Y	Understand the dynamics between people, ideas, and so on in more challenging passages	2
SUP 601	Y	Locate and interpret minor or subtly stated details in more complicated passages	2
SUP 602	Y	Use details from different sections of some complex informational passages to support a specific point or argument	2

25

Interim Assessment 10.3 OER

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RL.9-10.1	Y	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	All (2)
RL.9-10.2	Y	Literature/Informational: 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; History/Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	All (2)
RL.9-10.3	Y	Literature/Informational: 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; History/Social Studies: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	All (2)
RL.9-10.4	Y	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 (eg., how the language evokes a sense of time and place; how it sets a formal or informal tone).	
RL.9-10.10	Y	Literature/Informational: 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; History/Social Studies: By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All (2)

Subject English

Standard #	Power	Standard Description	# of Questions
W.9-10.1a	Y	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	1
W.9-10.1b	Y	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	1
W.9-10.1c	Y	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	1
W.9-10.1d	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.9-10.1e	Y	Provide a concluding statement or section that follows from and supports the argument presented.	1

Interim Assessment 10.4

Subject: Reading
 Total Questions: 25
 Total Passages: 3
 Total Time: 20 Minutes

Standard #	Power	Standard Description	# of Questions
Revisited			
MID 602	Y	Summarize events and ideas in virtually any passage	2
GEN 601	Y	Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas and so on	3
MID 603	Y	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence use) in virtually any passage	2
REL 602	Y	Understand the dynamics between people, ideas, and so on in more challenging passages	2
REL 603	Y	Understand implied or subtly stated cause-effect relationships in more challenging passages	2
SUP 602	Y	Use details from different sections of some complex informational passages to support a specific point or argument	3
GEN 502	Y	Draw generalizations and conclusions about people, ideas and so on in more challenging passages	3
MID 601	Y	Infer the main idea or purpose of more challenging passages or their paragraphs	2
SUP 601	Y	Locate and interpret minor or subtly stated details in more complicated passages	3
MOW 601	Y	Determine the appropriate meaning of words, phrases, or statement from figurative or somewhat technical contexts	3

25

Interim Assessment 10.4 OER

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RI.9-10.1	Y	Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	All (2)
RI.9-10.2	Y	Determine a central idea of 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.	All (2)
RI.9-10.4	Y	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 (eg., how the language of a court opinion differs from that of a newspaper).	All (2)
RI.9-10.6	Y	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.	All (2)
RI.9-10.8	Y	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.	All (2)
RI.9-10.10	Y	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.	All (2)

Subject English

Standard #	Power	Standard Description	# of Questions
W.9-10.2a	Y	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.9-10.2b	Y	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.9-10.2c	Y	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
W.9-10.2d	Y	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	1
W.9-10.2e	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.9-10.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

Reading 11 Pacing Plan

READING OER CCSS

			CCSS.ELA-Literacy.RL11-12.1
			CCSS.ELA-Literacy.RL11-12.2
			CCSS.ELA-Literacy.RL11-12.3
			CCSS.ELA-Literacy.RL11-12.4
			CCSS.ELA-Literacy.RL11-12.7
			CCSS.ELA-Literacy.RL11-12.8
			CCSS.ELA-Literacy.RL11-12.9
	CCSS.ELA-Literacy.RI11-12.1	CCSS.ELA-Literacy.RI11-12.1	CCSS.ELA-Literacy.RI11-12.1
	CCSS.ELA-Literacy.RI11-12.2	CCSS.ELA-Literacy.RI11-12.2	CCSS.ELA-Literacy.RI11-12.2
	CCSS.ELA-Literacy.RI11-12.3	CCSS.ELA-Literacy.RI11-12.4	CCSS.ELA-Literacy.RI11-12.3
CCSS.ELA-Literacy.RL11-12.1	CCSS.ELA-Literacy.RI11-12.4	CCSS.ELA-Literacy.RI11-12.5	CCSS.ELA-Literacy.RI11-12.4
CCSS.ELA-Literacy.RL11-12.2	CCSS.ELA-Literacy.RI11-12.5	CCSS.ELA-Literacy.RI11-12.6	CCSS.ELA-Literacy.RI11-12.7
CCSS.ELA-Literacy.RL11-12.3	CCSS.ELA-Literacy.RI11-12.6	CCSS.ELA-Literacy.RI11-12.7	CCSS.ELA-Literacy.RI11-12.8
CCSS.ELA-Literacy.RL11-12.4	CCSS.ELA-Literacy.RI11-12.8	CCSS.ELA-Literacy.RI11-12.9	CCSS.ELA-Literacy.RI11-12.9
1st Quarter Interim	2nd Quarter Interim	3rd Quarter Interim	4th Quarter Interim

ENGLISH OER CCSS

Power F	W.11-12.2e	W.11-12.2e			Power F
Power E	W.11-12.2d	W.11-12.2d	W.11-12.1e	W.11-12.1e	Power E
Power D	W.11-12.2c	W.11-12.2c	W.11-12.1d	W.11-12.1d	Power D
Power C	W.11-12.2f	W.11-12.2f	W.11-12.1c	W.11-12.1c	Power C
Power B	W.11-12.2b	W.11-12.2b	W.11-12.1b	W.11-12.1b	Power B
Power A	W.11-12.2a	W.11-12.2a	W.11-12.1a	W.11-12.1a	Power A
	1st Quarter OER Items	2nd Quarter OER Items	3rd Quarter OER Items	4th Quarter OER Items	

11.1-11.4 Standards

Assessment: ACT & ACT Practice Tests

Subject: Reading

Total Questions: 40

Passages: 4

Total Time: 35 Minutes

Standard #	Standard Description	CCSS
MID 701	Identify clear main ideas or purposes of complex passages or their paragraphs	(*RL.11-12.2)
SUP 701	Locate and interpret details in complex passages	(*RL.11-12.1)
SUP 702	Understand the function of a part of a passage when the function is subtle or complex	(*RL.11-12.5)
REL 701	Order sequences of events in complex passages	(*RL.11-12.3)
REL 702	Understand the subtleties in relationships between people, ideas, and so on in virtually any passage	(*RL.11-12.3)
REL 703	Understand implied, subtle, or complex cause-effect relationships in virtually any passage	(*RL.11-12.3)
MOW 701	Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements from figurative or somewhat technical contexts	(*RL.11-12.4)
GEN 701	Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage	(*RL.11-12.3)
GEN 702	Understand and generalize about portions of a complex literary narrative	(*RL.11-12.3)

Open Ended Response Items

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RL.11-12.1	Y	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; History/Social Studies: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	All (2)
RL.11-12.2	Y	Literature/Informational: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. History/Social Studies: Determine two or more central ideas of a text and analyze their	All (2)
RL.11-12.4	Y	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	All (2)
RL.11-12.3	Y	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the actions is ordered, how the characters are introduced and developed).	All (2)

Subject English

Standard #	Power	Standard Description	# of Questions
W.11-12.2a	Y	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.11-12.2b	Y	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.11-12.2c	Y	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
W.11-12.2d	Y	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	1
W.11-12.2e	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.11-12.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

Open Ended Response Items

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RI.11-12.1	Y	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; History/Social Studies: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	All (2)
RI.11-12.2	Y	Literature/Informational: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. History/Social Studies: Determine two or more central ideas of a text and analyze their	All (2)
RI.11-12.3	Y	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	
RI.11-12.4	Y	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)	All (2)
RI.11-12.5	Y	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	All (2)
RI.11-12.6	Y	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	All (2)
RI.11-12.8	Y	Literature/Informational: N/A; History/Social Studies: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential	All (2)

Subject English

Standard #	Power	Standard Description	# of Questions
W.11-12.2a	Y	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.11-12.2b	Y	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.11-12.2c	Y	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
W.11-12.2d	Y	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	1
W.11-12.2e	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.11-12.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

Open Ended Response Items

Subject: Reading

Standard #	Power	Standard Description	# of Questions
RI.11-12.1	Y	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; History/Social Studies: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	All (2)
RI.11-12.2	Y	Literature/Informational: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. History/Social Studies: Determine two or more central ideas of a text and analyze their	All (2)
RI.11-12.4	Y	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)	All (2)
RI.11-12.5	Y	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	All (2)
RI.11-12.6	Y	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	All (2)
RI.11-12.7	Y	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	All (2)
RI.11-12.9	Y	Analyze seventeenth, eighteenth, and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	All (2)

Subject English

Standard #	Power	Standard Description	# of Questions
W.11-12.2a	Y	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1
W.11-12.2b	Y	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	1
W.11-12.2c	Y	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1
W.11-12.2d	Y	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	1
W.11-12.2e	Y	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1
W.11-12.2f	Y	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1

CCSS	CCSS.ELA-Literacy.RL11-12.7	CCSS.ELA-Literacy.RL11-12.7	CCSS.ELA-Literacy.RL11-12.6	CCSS.ELA-Literacy.RL11-12.6	
Power C	CCSS.ELA-Literacy.RL11-12.1	CCSS.ELA-Literacy.RL11-12.1	CCSS.ELA-Literacy.RL11-12.1	CCSS.ELA-Literacy.RL11-12.1	Power C
Power B	CCSS.ELA-Literacy.RL11-12.2	CCSS.ELA-Literacy.RL11-12.2	CCSS.ELA-Literacy.RL11-12.2	CCSS.ELA-Literacy.RL11-12.2	Power B
Power A	CCSS.ELA-Literacy.RL11-12.8	CCSS.ELA-Literacy.RL11-12.8	CCSS.ELA-Literacy.RL11-12.8	CCSS.ELA-Literacy.RL11-12.8	Power A
	1st Quarter Interim	2nd Quarter Interim	3rd Quarter Interim	4th Quarter Interim	

Interim Assessment 10.4

Subject: Science

Total Questions: 30

Total Passages: 5

Total Time: 25 minutes

Standard #	Power	Standard Description	# of Questions
EMI 603	N	Use new information to make a prediction based on a model	4
IOD 505	N	Identify and/or use a simple mathematical relationship between data	4
SIN 602	N	Identify an alternate method for testing a hypothesis	4
Revisited			
EMI 504	Y	Identify similarities and differences between models	3
EMI 602	Y	Determine whether new information supports or weakens a model and why	3
IOD 502	Y	Compare or combine data from a complex data presentation	3
IOD 504	Y	Determine how the value of one variable changes as the value of another variable changes in a complex data presentation	3
SIN 502	Y	Understand a complex experimental design	3
SIN 503	Y	Predict the results of an additional trial or measurement in an experiment	3

30**Open Ended Response Items 10.4**

Total Time: 30 minutes

Standard #	Power	Standard Description
SP 2.2	Y	The student can apply mathematical routines to quantities that describe natural phenomena.
SP 4.2	Y	The student can design a plan for collecting data to answer a particular scientific question
SP 5.1	Y	The student can analyze data to identify patterns or relationships.
SP 6.2	Y	The student can construct explanations of phenomena based on evidence produced through scientific practices.

Note: For common core alignment, refer to the Common Core Alignment Guide document.

Score Range	Standard #	Standard Grouping		
		Scientific Investigation	Evaluation of Models, Inferences, and Experimental Results	Interpretation of Data
1-12	101			
13-15	201			Select a single piece of data from a simple data presentation
	202			Identify basic features of a table, graph, or diagram
16-19	301	Understand the methods and tools used in a simple experiment		Select two or more pieces of data from a simple data presentation
	302			Understand basic science terminology
	303			Find basic information in a brief body of text
	304			Determine how the value of one variable changes as the value of another variable changes in a simple data presentation
20-23	401	Understand the methods and tools used in a moderately complex experiment	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or model	Select data from a complex data presentation
	402	Understand a simple experimental design	Identify key issues or assumptions in a model	Compare or combine data from a simple data presentation
	403	Identify a control in an experiment		Translate information into a table, graph, or diagram
	404	Identify similarities and differences between experiments		
24-27	501	Understand the methods and tools used in a complex experiment	Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models	Compare or combine data from two or more simple data presentations
	502	Understand a complex experimental design	Determine whether given information supports or contradicts a simple hypothesis or conclusion and why	Compare or combine data from a complex data presentation
	503	Predict the results of an additional trial or measurement in an experiment	Identify strengths and weaknesses in one or more models	Interpolate between data points in a table or graph
	504	Determine the experimental conditions that would produce specific results	Identify similarities and differences between models	Determine how the value of one variable changes as the value of another variable changes in a complex data presentation
	505		Determine which models are supported or weakened by new information	Identify and/or use a simple mathematical relationship between data+E31
	506		Select a data presentation or model that supports or contradicts a hypothesis, prediction, or conclusion	Analyze given information when presented with new, simple information
28-32	601	Determine the hypothesis for an experiment	Select a complex hypothesis, prediction, or conclusion that is supported by a data presentation or model	Compare or combine data from a simple data presentation with data from a complex data presentation
	602	Identify an alternate method for testing a hypothesis	Determine whether new information supports or weakens a model and why	Identify and/or use a complex mathematical relationship between data
	603		Use new information to make a prediction based on a model	Extrapolate from data points in a table or graph
33-36	701	Understand precision and accuracy issues	Select a complex hypothesis, prediction, or conclusion that is supported by two or more data presentations or models	Compare or combine data from two or more complex data presentations
	702	Predict how modifying the design or methods of an experiment will affect results	Determine whether given information supports or contradicts a complex hypothesis or conclusion and why	Analyze given information when presented with new, complex information
	703	Identify an additional trial or experiment that could be performed to enhance or evaluate experimental results		

Simple Data Presentation = a table or graph with 2 or 3 variables
Complex Data Presentation = a table or graph with more than 3 variables

	9th Grade	10th Grade	11th Grade	12th Grade
Quantitative Reasoning	SP 2.3- The student can <i>estimate numerically quantities that describe</i> natural phenomena.	SP 2.2- The student can <i>apply mathematical routines</i> to quantities that describe natural phenomena.	SP 1.4- The student can <i>use representations and models</i> to analyze situations or solve problems qualitatively and quantitatively.	SP 1.4- The student can <i>use representations and models</i> to analyze situations or solve problems qualitatively and quantitatively.
Scientific Inquiry	SP 3.1- The student can <i>pose scientific questions</i> .	SP 4.2- The student can <i>design a plan</i> for collecting data to answer a particular scientific question.	SP 3.2 -The student can <i>refine scientific questions</i> .	SP 3.2 -The student can <i>refine scientific questions</i> .
Data Evaluation	SP 4.1 - The student can <i>justify the selection of the kind of data</i> needed to answer a particular scientific question	SP 5.1- The student can <i>analyze data</i> to identify patterns or relationships.	SP 4.4- The student can <i>evaluate sources of data</i> to answer a particular scientific question.	SP 4.4- The student can <i>evaluate sources of data</i> to answer a particular scientific question.
C-E-R	SP 6.1 - The student can <i>justify claims with evidence</i> .	SP 6.2- The student can <i>construct explanations of phenomena based on evidence</i> produced through scientific practices.	SP 6.2- The student can <i>construct explanations of phenomena based on evidence</i> produced through scientific practices.	SP 6.2- The student can <i>construct explanations of phenomena based on evidence</i> produced through scientific practices.

Science 9: Quarterly Interim & Standards

Power CRS

Remaining Quarterly CRS

			CRS	IOD 503	
			CRS	IOD 603	
			CRS	SIN 404	
			Power G	IOD 501	Power G
			Power F	SIN 501	Power F
	CRS	IOD 501			
	CRS	SIN 403			
	CRS	SIN 501			
	Power E	EMI 502		EMI 502	Power E
	Power D	IOD 403		IOD 403	Power D
CRS	EMI 402				
CRS	IOD 202				
CRS	IOD 301				
CRS	IOD 304				
CRS	SIN 401				
Power C	EMI 401	EMI 401	EMI 401	EMI 401	Power C
Power B	IOD 402	IOD 402	IOD 402	IOD 402	Power B
Power A	SIN 402	SIN 402	SIN 402	SIN 402	Power A
	1st Quarter Interim	2nd Quarter Interim	3rd Quarter Interim	4th Quarter Interim	

Science Practice 2.3	Science Practice 2.3	Science Practice 2.3	Science Practice 2.3
Science Practice 3.1	Science Practice 3.1	Science Practice 3.1	Science Practice 3.1
Science Practice 4.1	Science Practice 4.1	Science Practice 4.1	Science Practice 4.1
Science Practice 6.1	Science Practice 6.1	Science Practice 6.1	Science Practice 6.1
1st Quarter OER Items	2nd Quarter OER Items	3rd Quarter OER Items	4th Quarter OER Items

Note: For common core alignment, refer to the Common Core Alignment Guide document.

Interim Assessment 9.1

Subject: Science

Total Questions: 28

Total Passages: 6

Total Time: 30 minutes

Standard #	Power	Standard Description	# of Questions
EMI 401	Y	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or model	4
EMI 402	N	Identify key issues or assumptions in a model	3
IOD 202	N	Identify basic features of a table, graph, or diagram	3
IOD 301	N	Select two or more pieces of data from a simple data presentation	4
IOD 304	N	Determine how the value of one variable changes as the value of another variable changes in a simple data presentation	3
IOD 402	Y	Compare or combine data from a simple data presentation	4
SIN 401	N	Understand the methods and tools used in a moderately complex experiment	3
SIN 402	Y	Understand a simple experimental design	4

28**Open Ended Response Items 9.2**

Total Time: 30 minutes

Standard #	Power	Standard Description	Assessed in Question:
SP 2.3	Y	The student can estimate numerically quantities that describe natural phenomena.	B
SP 3.1	Y	The student can pose scientific questions.	E
SP 4.1	Y	The student can justify the selection of the kind of data needed to answer a particular scientific question.	C, D
SP 6.1	Y	The student can justify claims with evidence.	A

Note: For common core alignment, refer to the Common Core Alignment Guide document.

Interim Assessment 9.2

Subject: Science

Total Questions: 28

Total Passages: 6

Total Time: 30 minutes

Standard #	Power	Standard Description	# of Questions
EMI 502	Y	Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why	4
IOD 401	N	Select data from a complex data presentation	4
IOD 403	Y	Translate information into a table, graph, or diagram	4
SIN 403	N	Identify a control in an experiment	3
SIN 501	N	Understand the methods and tools used in a complex experiment	4
Revisited			
EMI 401	Y	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or model	3
IOD 402	Y	Compare or combine data from a simple data presentation	3
SIN 402	Y	Understand a simple experimental design	3

28**Open Ended Response Items 9.2**

Total Time: 30 minutes

Standard #	Power	Standard Description
SP 2.3	Y	The student can estimate numerically quantities that describe natural phenomena.
SP 3.1	Y	The student can pose scientific questions.
SP 4.1	Y	The student can justify the selection of the kind of data needed to answer a particular scientific question.
SP 6.1	Y	The student can justify claims with evidence.

Note: For common core alignment, refer to the Common Core Alignment Guide document.

Interim Assessment 9.3

Subject: Science

Total Questions: 28

Total Passages: 6

Total Time: 30 minutes

Standard #	Power	Standard Description	# of Questions
IOD 501	Y	Compare or combine data from two or more simple data presentations	4
SIN 501	Y	Understand the methods and tools used in a complex experiment	3
SIN 404	N	Identify similarities and differences between experiments	3
Revisited			
EMI 401	Y	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or model	3
EMI 502	Y	Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why	3
IOD 304	N	Determine how the value of one variable changes as the value of another variable changes in a simple data presentation	3
IOD 402	Y	Compare or combine data from a simple data presentation	3
IOD 403	Y	Translate information into a table, graph, or diagram.	3
SIN 402	Y	Understand a simple experimental design	3

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Open Ended Response Items 9.3

Total Time: 30 minutes

Standard #	Power	Standard Description
SP 2.3	Y	The student can estimate numerically quantities that describe natural phenomena.
SP 3.1	Y	The student can pose scientific questions.
SP 4.1	Y	The student can justify the selection of the kind of data needed to answer a particular scientific question.
SP 6.1	Y	The student can justify claims with evidence.

Note: For common core alignment, refer to the Common Core Alignment Guide document.

Interim Assessment 9.4

Subject: Science

Total Questions: 28

Total Passages: 6

Total Time: 30 minutes

Standard #	Power	Standard Description	# of Questions
IOD 503	N	Interpolate between data points in a table or graph	3
IOD 603	N	Extrapolate from data points in a table or graph	4
Revisited			
EMI 401	Y	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or model	3
EMI 502	Y	Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why	3
IOD 402	Y	Compare or combine data from a simple data presentation	3
IOD 403	Y	Translate information into a table, graph, or diagram	3
IOD 501	Y	Compare or combine data from two or more simple data presentations	3
SIN 402	Y	Understand a simple experimental design	3
SIN 501	Y	Understand the methods and tools used in a complex experiment	3

28**Open Ended Response Items 9.4**

Total Time: 30 minutes

Standard #	Power	Standard Description
SP 2.3	Y	The student can estimate numerically quantities that describe natural phenomena.
SP 3.1	Y	The student can pose scientific questions.
SP 4.1	Y	The student can justify the selection of the kind of data needed to answer a particular scientific question.
SP 6.1	Y	The student can justify claims with evidence.

Note: For common core alignment, refer to the Common Core Alignment Guide document.

Science 10: Quarterly Interim & Standards

Power CRS
 Remaining Quarterly CRS

			CRS	EMI 603	
			CRS	IOD 505	
			CRS	SIN 602	
			CRS	EMI 506	
			CRS	IOD 503	
	CRS	EMI 601			
	CRS	IOD 506			
	CRS	IOD 601			
	Power F	EMI 504	EMI 504	EMI 504	Power F
	Power E	EMI 602	EMI 602	EMI 602	Power E
	Power D	SIN 502	SIN 502	SIN 502	Power D
	Power C	SIN 503	SIN 503	SIN 503	Power C
CRS	EMI 501				
CRS	EMI 503				
CRS	EMI 505				
CRS	IOD 403				
CRS	IOD 501				
CRS	SIN 504				
CRS	SIN 601				
Power B	IOD 502	IOD 502	IOD 502	IOD 502	Power B
Power A	IOD 504	IOD 504	IOD 504	IOD 504	Power A
	1st Quarter Interim	2nd Quarter Interim	3rd Quarter Interim	4th Quarter Interim	

Science Practice 2.2	Science Practice 2.2	Science Practice 2.2	Science Practice 2.2
Science Practice 4.2	Science Practice 4.2	Science Practice 4.2	Science Practice 4.2
Science Practice 5.1	Science Practice 5.1	Science Practice 5.1	Science Practice 5.1
Science Practice 6.2	Science Practice 6.2	Science Practice 6.2	Science Practice 6.2
1st Quarter OER Items	2nd Quarter OER Items	3rd Quarter OER Items	4th Quarter OER Items

Note: For common core alignment, refer to the Common Core Alignment Guide document.

Interim Assessment 10.1

Subject: Science

Total Questions: 30

Total Passages: 5

Total Time: 25 minutes

Standard #	Power	Standard Description	# of Questions
EMI 501	N	Select a simple hypothesis, prediction, or conclusion that is supported by data presentation or model	3
EMI 503	N	Identify strengths and weaknesses in one or more models	3
EMI 505	N	Determine which models are supported or weakened by new information	3
IOD 403	N	Translate information into a table or graph	4
IOD 501	N	Compare or combine data from two or more simple data presentations	4
IOD 502	Y	Compare or combine data from a complex data presentation	4
IOD 504	Y	Determine how the value of one variable changes as the value of another variable changes in a complex data presentation	3
SIN 504	N	Determine the experimental conditions that would produce specific results	3
SIN 601	N	Determine a hypothesis for an experiment	3

30**Open Ended Response Items 10.1**

Total Time: 30 minutes

Standard #	Power	Standard Description
SP 2.2	Y	The student can apply mathematical routines to quantities that describe natural phenomena.
SP 4.2	Y	The student can design a plan for collecting data to answer a particular scientific question
SP 5.1	Y	The student can analyze data to identify patterns or relationships.
SP 6.2	Y	The student can construct explanations of phenomena based on evidence produced through scientific practices.

Note: For common core alignment, refer to the Common Core Alignment Guide document.

Interim Assessment 10.2

Subject: Science

Total Questions: 30

Total Passages: 5

Total Time: 25 minutes

Standard #	Power	Standard Description	# of Questions
EMI 504	Y	Identify similarities and differences between models	3
EMI 601	N	Select a complex hypothesis, prediction, or conclusion that is supported by a data presentation or model	3
EMI 602	Y	Determine whether new information supports or weakens a model and why	3
IOD 506	N	Analyze given information when presented with new, simple information	4
IOD 601	N	Compare or combine data from a simple data presentation with data from a complex data presentation	3
SIN 502	Y	Understand a complex experimental design	4
SIN 503	Y	Predict the results of an additional trial or measurement in an experiment.	4
Revisited			
IOD 502	Y	Compare or combine data from a complex data presentation	3
IOD 504	Y	Determine how the value of one variable changes as the value of another variable changes in a complex data presentation	3

30**Open Ended Response Items 10.2**

Total Time: 30 minutes

Standard #	Power	Standard Description
SP 2.2	Y	The student can apply mathematical routines to quantities that describe natural phenomena.
SP 4.2	Y	The student can design a plan for collecting data to answer a particular scientific question
SP 5.1	Y	The student can analyze data to identify patterns or relationships.
SP 6.2	Y	The student can construct explanations of phenomena based on evidence produced through scientific practices.

Note : For common core alignment, refer to the Common Core Alignment Guide document.

Interim Assessment 10.3

Subject: Science

Total Questions: 30

Total Passages: 5

Total Time: 25 minutes

Standard #	Power	Standard Description	# of Questions
EMI 506	N	Select a data presentation or model that supports or contradicts a hypothesis, prediction, or conclusion	4
IOD 503	N	Interpolate between data points in a table or graph	4
Revisited			
EMI 504	Y	Identify similarities and differences between models	3
EMI 602	Y	Determine whether new information supports or weakens a model and why	3
IOD 502	Y	Compare or combine data from a complex data presentation	3
IOD 504	Y	Determine how the value of one variable changes as the value of another variable changes in a complex data presentation	3
SIN 502	Y	Understand a complex experimental design	3
SIN 503	Y	Predict the results of an additional trial or measurement in an experiment	3

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Open Ended Response Items 10.3

Total Time: 30 minutes

Standard #	Power	Standard Description
SP 2.2	Y	The student can apply mathematical routines to quantities that describe natural phenomena.
SP 4.2	Y	The student can design a plan for collecting data to answer a particular scientific question
SP 5.1	Y	The student can analyze data to identify patterns or relationships.
SP 6.2	Y	The student can construct explanations of phenomena based on evidence produced through scientific practices.

Note : For common core alignment, refer to the Common Core Alignment Guide document.

Science 11: Quarterly Interim & Standards

Power CRS
 Remaining Quarterly CRS

CRS	SIN 701		
CRS	SIN 702		
CRS	EMI 701		
Power E	EMI 702	EMI 702	Power E
Power D	IOD 602	IOD 602	Power D
Power C	IOD 701	IOD 701	Power C
Power B	IOD 702	IOD 702	Power B
Power A	SIN 703	SIN 703	Power A
	1st Quarter CRS	2nd Quarter CRS	

CCSS	Science Practice 1.4	Science Practice 1.4	Science Practice 1.4	Science Practice 1.4	CCSS
CCSS	Science Practice 3.2	Science Practice 3.2	Science Practice 3.2	Science Practice 3.2	CCSS
CCSS	Science Practice 4.4	Science Practice 4.4	Science Practice 4.4	Science Practice 4.4	CCSS
CCSS	Science Practice 6.2	Science Practice 6.2	Science Practice 6.2	Science Practice 6.2	CCSS
	1st Quarter OER Items	2nd Quarter OER Items	3rd Quarter OER Items	4th Quarter OER Items	

Note: For common core alignment, refer to the Common Core Alignment Guide document.

11.1 Recommended Pacing Plan**ACT Practice Test**

Subject: Science

Total Questions: 40

Total Passages: 7

Total Time: 35 minutes

Standard #	Power	Standard Description
EMI 701	N	Select a complex hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
EMI 702	Y	Determine whether given information supports or contradicts a complex hypothesis or conclusion, and why
IOD 602	Y	Identify and/or use a complex mathematical relationship between data
IOD 701	Y	Compare or combine data from two or more complex data presentations
IOD 702	Y	Analyze given information when presented with new, complex information
SIN 701	N	Understand precision and accuracy issues
SIN 702	N	Predict how modifying the design or methods of an experiment will affect results
SIN 703	Y	Identify an additional trial or experiment that could be performed to enhance or evaluate experimental results

Open Ended Response Items 11.1

Total Time: 30 minutes

Standard #	Power	Standard Description
SP 1.4	Y	The student can use representations and models to analyze situations or solve problems qualitatively and quantitatively.
SP 3.2	Y	The student can refine scientific questions.
SP 4.4	Y	The student can evaluate sources of data to answer a particular scientific question.
SP 6.2	Y	The student can construct explanations of phenomena based on evidence produced through scientific practices.

Note : For common core alignment, refer to the Common Core Alignment Guide document.

11.2 Recommended Pacing Plan**ACT Practice Test**

Subject: Science

Total Questions: 40

Total Passages: 7

Total Time: 35 minutes

Standard #	Power	Standard Description
Revisited		
EMI 702	Y	Determine whether given information supports or contradicts a complex hypothesis or conclusion, and why
IOD 602	Y	Identify and/or use a complex mathematical relationship between data
IOD 701	Y	Compare or combine data from two or more complex data presentations
IOD 702	Y	Analyze given information when presented with new, complex information
SIN 703	Y	Identify an additional trial or experiment that could be performed to enhance or evaluate experimental results

Open Ended Response Items 11.2

Total Time: 30 minutes

Standard #	Power	Standard Description
SP 1.4	Y	The student can use representations and models to analyze situations or solve problems qualitatively and quantitatively.
SP 3.2	Y	The student can refine scientific questions.
SP 4.4	Y	The student can evaluate sources of data to answer a particular scientific question.
SP 6.2	Y	The student can construct explanations of phenomena based on evidence produced through scientific practices.

Note : For common core alignment, refer to the Common Core Alignment Guide document.

Open Ended Response Items 11.3

Total Time: 30 minutes

Standard #	Power	Standard Description
SP 1.4	Y	The student can use representations and models to analyze situations or solve problems qualitatively and quantitatively.
SP 3.2	Y	The student can refine scientific questions.
SP 4.4	Y	The student can evaluate sources of data to answer a particular scientific question.
SP 6.2	Y	The student can construct explanations of phenomena based on evidence produced through scientific practices.

Note : For common core alignment, refer to the Common Core Alignment Guide document.

Open Ended Response Items 11.4

Total Time: 30 minutes

Standard #	Power	Standard Description
SP 1.4	Y	The student can use representations and models to analyze situations or solve problems qualitatively and quantitatively.
SP 3.2	Y	The student can refine scientific questions.
SP 4.4	Y	The student can evaluate sources of data to answer a particular scientific question.
SP 6.2	Y	The student can construct explanations of phenomena based on evidence produced through scientific practices.

Note : For common core alignment, refer to the Common Core Alignment Guide document.

Open Ended Response Items for 12th Grade

Total Time: 30 minutes

Standard #	Power	Standard Description
SP 1.4	Y	The student can use representations and models to analyze situations or solve problems qualitatively and quantitatively.
SP 3.2	Y	The student can refine scientific questions.
SP 4.4	Y	The student can evaluate sources of data to answer a particular scientific question.
SP 6.2	Y	The student can construct explanations of phenomena based on evidence produced through scientific practices.

Note : For common core alignment, refer to the Common Core Alignment Guide document.

End of Year Vision for Students: What should be true for my students on a skill and knowledge level?

QUANTITATIVE VISION

- Grow 3 points on the Explore from pre-post.
- Read at least 10 books each
- Grow 2 grade levels according to lexile
- Earn and maintain an 85% average on assignments.
- Craft an original argument that is supported by relevant evidence (that is not redundant) with interpretations that explain how and why the evidence supports the original stance in order to earn a 3 on a Reader's Response.

QUALITATIVE VISION

- [See 9th Grade Habits Trajectory](#)

CRS/AP Standards			Essential Questions	Essential Understandings	Disciplinary Knowledge	Content	Habits/Strategies	Assessments
Stand #	Standard Description	#	<p>How does literature inform me about my global community? What role do I play as a citizen of my global community and am I obligated to be an upstander? To what extent do my identity and place in the world affect my ability to create impactful change? How do informed individuals impact change? How do writers use their texts to share important</p>	<p>Global Issues: Upstander vs Bystander: Literature can serve as a propeller for change in light of injustice.</p> <p>Through interactions with YA historical fiction, we can learn about and act upon these injustices. "The pen is mightier than the sword" -Edward Bulver-Lytton The universality of literature means that regardless of your place in the world, it can still empower you. We all have power, and we have the choice</p>	<p>Devices conflict foreshadowing metaphor mood setting characterization plot structure point of view symbolism Theme Tone Word Choice</p> <p>Strategies Socratic discussion Making predictions preview questioning read</p>	<p>Core Text(s) Lord of the Flies</p> <p>Short Texts The Ones Who Walk Away from Omelas Upfront Magazine Zimbardo's Psychology of Evil</p> <p>Book Club Books: Long Way Gone Finding Nouf The Kite Runner Half the Sky Red Azalea</p>	<p>See Q4 Habits/Strategies for:</p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Writing</i> • <i>Homework</i> • <i>Note-taking</i> • <i>Independent Reading</i> • <i>Critical Thinking</i> • <i>Being a Learner</i> 	<p>Essay #4 In his TED Talk on the psychology of evil, Philip Zimbardo says, "Evil is the exercise of power." He goes on to provide a framework of seven processes or activities that lead to this kind of evil.</p> <p>In your essay, you will analyze how "evil is the exercise of power" in Lord of the Flies and use Zimbardo's</p>
SUP 501	Locate important details in more challenging passages	3						
Revisited								
REL 402	Identify clear relationships between people, ideas, and so on in uncomplicated passages.	2						
REL 403	Identify clear cause-effect relationships in uncomplicated passages	2						
MID 402	Understand the overall approach taken by an author or narrator (e.g. point of view, kinds of evidence used) in uncomplicated passages	2						

GEN 402	Draw simple generalizations and conclusions using details that support the main points of more challenging passages	4	<p>truths about the world? How do they make the issues compelling? After reading literature, how is my concept of my personal legacy shaped or influenced? Why do we read?</p> <p>How does my knowledge of the world/global issues empower me to see past social constructs and allow me to achieve my personal legend?</p> <p>Topics: -Social Psychology -Human Nature -Morality -Globalism</p>	<p>to use this power in whichever way we see fit to create our personal legacy.</p>	<p>aloud/think aloud Setting Purpose Reread revise</p> <p>Other</p>		<p>psychology of evil as a framework for analyzing how the boys' behavior leads to the evil that develops throughout the course of the novel.</p> <p>Research #2: Research a topic relevant to a significant theme explored in your book club book. Write a well-organized research paper that compares the author's development of that theme to the current discourse among experts regarding the topic.</p>
SUP 402	Make simple inferences about how details are used in passages	4					
GEN 401	Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages	3					
MID 401	Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	2					
MOW 401	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases and statements in uncomplicated passages	4					
SUP 401	Locate important details in uncomplicated passages	2					
MID 503	Summarize basic events and ideas in more challenging passages	2					

[Also, see OER Standards.](#)

Q1-Q4 Common Core State Standards:

Stand #	Standard Description
RL.9-10.1	Literature/Informational: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RL.9-10.2	Literature/Informational: 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; History/Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RL.9-10.10	Literature/Informational: 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; History/Social Studies: By the end of grade 9, comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

9th Grade Habits Trajectory/Continuum



Habits	Q1	Q2	Q3	Q4
<p>Discussion</p>	<p>Descr: Explain purpose and importance of discussion for personal and academic growth; Articulate connection between discussion and reading/writing/critical thinking; Readily share responses with partner and small group; Begin to respond organically to each other instead of only reading written responses; Identify elements of strong voice and practice and reflect on personal voice; Articulate purpose of discussion stems and begin to use in small group setting</p> <p>Strategy: Students are required to pause and jot down quick thoughts Students pause and discuss the answer to a question or something they wrote to a partner Students think about a question posed by the teacher, share their thoughts with a partner, write down their synthesis, and then share whole group through teacher cold call Students are in groups of 3-5 and have specific shoulder and face partners that they turn and talk to within their groups or they each take turn sharing in their groups.</p>	<p>Descr: Articulate elements of strong discussion as defined by class; Direct and lead small group discussion with less teacher support beyond expectation setting and occasional intervention; Use textual evidence to defend and introduce ideas in small group setting; Use discussion stems when responding; Practice, reflect on, and refine personal voice; Fully on task and driven after assignment; Students address lulls in conversation by resetting or reframing the discussion/group analysis; Students explain the purpose of their “discussion roles” in specific whole-group settings (fish-bowl, debate, etc.); Respond directly to each other in small group setting, such that organic discussions emerge (as opposed to simply regurgitating their written answers)</p> <p>Strategy: Students are each given a specific role in the group that they are expected to fulfill. A mini-lesson is required to ensure that students are familiar with their specific roles. Roles typically include: recorder, questioner, researcher, and speaker. In addition, students can be held accountable by using specific discussion stems for communicating.</p>	<p>Descr: Begin to uncover what a strong discussion looks like as they practice and reflect on their strengths/areas for growth to goal set for future discussions; Demonstrate awareness of “air time” in reflections and begin to make adjustments in the moment; Direct and lead the discussion with some teacher support (including setting expectations, redirecting, and guiding reflection; Use textual and anecdotal evidence to defend and introduce ideas; Demonstrate willingness to agree and disagree; Use discussion stems throughout conversation; Participate w/ energy and voice; Hold each other accountable in small group discussion for elements of strong discussion (integrating evidence into comments, using discussion stems, being generative, responding directly to classmates, etc.)</p> <p>Strategy: Students are each given a specific role in the group that they are expected to fulfill. A mini-lesson is required to ensure that students are familiar with their specific roles. Roles typically include: recorder, questioner, researcher, and speaker. In addition, students can be held accountable by using specific discussion stems for communicating.</p>	<p>Descr: Articulate the elements of a strong discussion as they practice, reflect on, and refine their strengths/areas for growth; Continue to set goals for future discussions (small group and whole class); Monitor and adjust based on personal “air time”; Direct and lead the discussion with little teacher support (setting expectations, redirecting if necessary, and guiding reflection); Introduce and defend position with accurate, relevant evidence; Respond directly to each other and avoid “I think” popcorn discussion; Agree and disagree respectfully with peers; Willing to concede/willing to shift perspective/opinion when stronger arguments are made; Integrate (elements of) discussion stems into regular flow of conversation; Participate w/ energy and voice</p> <p>Strategy: Heavy emphasis on whole-group discussion with less teacher support so that students are engaging with each other authentically, including goals and student reflection Highest rigor with student-led whole group discussion – Fishbowl, Socratic, Debate</p>
<p>Writing</p>	<p>Descr: Articulate that we write to be read as a means of expressing ourselves; Explain that there are</p>	<p>Descr: Master and internalize basic TEIEC paragraph structure; Articulate writing weaknesses and</p>	<p>Descr: Dissect a prompt, mostly independent of teacher coaching; Craft increasingly original</p>	<p>Descr: Dissect a prompt, independent of teacher coaching; Craft original arguments; Defend</p>

	many different types of writing and articulate what types we will focus on most throughout the year and why; Articulate writing goals; Explain the connection between reading and writing; Dissect a prompt with teacher coaching; Craft arguments; Cite textual evidence to support claims; Begin to explain how evidence supports claim; Articulate importance of revision	explain what needs to be improved; Begin to dissect prompts independently; Cite relevant textual evidence and explain how that evidence supports claim; Revise most important aspects of arguments; Explain why this revision is important for our writing growth	arguments; Defend arguments and qualify points with relevant evidence and nuanced explanations that explain how and why the evidence supports the original stance (in order to earn a 3 on a RR); Refine arguments over the course of a writing assignment; Recognize that writing is a recursive process	arguments and qualify points with relevant evidence and nuanced explanations that explain how and why the evidence supports the original stance (in order to earn a 3 on a RR); Refine arguments over the course of a writing assignment; Recognize that writing is a recursive process; Make connections across multiple pieces of literature/writing in their arguments; Independently edit final drafts without explicit teacher instruction to do so, such that their final paper is polished to the best of their ability.
Independent Reading	Descr: Articulate goals; Articulate reading level; Explain why independent reading is important; Know how to select a book at their level; Begin to identify genres, styles, authors that speak to them; Explain what they are reading and what they like/dislike about it	Descr: Explain why it's important to know their reading level and what they need to do to improve; Articulate how many books they've read, what they're reading now, and what they want to read next; Describe why they like to read; Start to explore new genres, authors, and topics with push from teacher; Recommend what they're reading to others with	Descr: Increasingly curious about a range of books and willing to explore new topics, genres, authors, and text-levels on their own; Describe why they love reading; Seek out reading suggestions from peers and offer recommendations; Describe not only why it's important to read and why they like it, but also how it helps them develop as individuals (academically and personally) Strategy: Students will set and track personal independent goals	Descr: Continued curiosity about range of books; Make connections between independent reading and class content/other classes; Use peers and personal research as primary sources for book selection; Clearly articulate how independent reading helps them develop as individuals (academically and personally) and have books, authors, and genres that they fall in love with.
Note Taking	Descr: Annotate text for basic understandings and connections – heavy teacher modeling and guidance needed; Use guided notes for most in-class assignments, questions, and new material; Articulate the purpose of note-taking and how it connects to class. In addition, students will annotate for specific purposes with increasing levels of independence	Descr: Annotate text for deeper analysis – moderate teacher modeling and guidance needed; Take initiative to take notes/ capture morsels/ bright moments from class/ highlight favorite quotes/ brilliant insights in text; Use guided notes for many in-class assignments, questions, and new material; Explain how note-taking is critical to their academic success	Descr: Students annotate text for deeper analysis and cross-textual connections – increasingly independent endeavor with low teacher modeling and guidance needed; Students use annotations to enhance notes; Students getting notes from powerpoint—move away from guided notes; Use notes/notebooks to clarify questions and enhance quality of homework	Descr: Students annotate text for deeper analysis and cross-textual connections – increasingly independent endeavor with low teacher modeling and guidance needed; Students revisit annotations and fully integrate their annotations/notes into research and discussion; Students can annotate for themes and trends they see emerging

	throughout the year.		and depth of understanding; Begin to independently revisit and review notes to clarify understanding of disciplinary knowledge or to better support argument/ understanding of text; When students learn new info about an old topic, they go back and add it; Use notes as study guide; Clearly explain how note-taking has developed their ability to grow academically and why it is an important skill for their continued academic growth throughout the year and beyond, using notebooks to develop their abilities to independently take notes.	throughout and across texts
Critical Thinking	Descr: Give clear explanations in discussion and writing that include textual evidence. Listen to peers to determine if one agrees or disagrees with point.	Descr: Work with partners and small groups to develop clearly articulated, text-dependent answer in both writing and discussion. When answers are incomplete, dive back into the text to adjust thinking and evaluate quality of evidence and validity of response.	Descr: Challenge/ question faulty assumptions or misunderstanding in text; Amend thinking in discussion and writing; Begin to generate multiple possible arguments and select the strongest/most relevant; Begin to defend arguments and qualify points with relevant evidence and nuanced explanations; Begin to understand the moves an author is making; Begin to set purpose independently; Draw deeper connections between texts and explain how those connections contribute to a deeper understanding of self and world;	Descr: Articulate how different genres illuminate issues/ideas differently as well as how they complement each other in such a way that we, as readers, are able to gain a deeper understanding of the idea; Evaluate the effectiveness of various genres to convey ideas; they will learn that conflict facilitates positive and negative change and that our ability to interpret conflict is a central part of our ability to become responsible citizens. Specifically, they will recognize that not every dilemma is merely "good" or "bad" and will refine their ability to articulate the nuances or ambiguities within a text or unit theme to enhance and internalize their understanding of the many layers within an idea or dilemma.
Being a Learner	Descr: Articulate that we read literature to be entertained and to learn truths about the world; Articulate that they are fully	Descr: Articulate that we, as readers, are critical to a text because our perspective and interpretation, in conjunction with	Descr: Articulate that the interplay between author and reader is foundational to the spread and development of ideas; Explain their	Descr: Holding each other accountable because they have clear expectations about what a strong learner looks like; Self-

	<p>capable of learning and that intelligence is malleable</p>	<p>author's purpose, adds meaning to a text; Bring questions to class about misunderstanding in reading; Begin to embrace challenging texts and feel confident in their ability to break it down into digestible chunks; Begin to show flexibility in their thinking about "right answers" about text and are willing to consider other perspectives and perhaps shift their own; Explain how malleable intelligence connects to their personal goals</p>	<p>role in that interplay; Bring questions to class about misunderstanding in reading; Continue to show flexibility in their thinking about "right answers" about text and increasingly willing to consider other perspectives and perhaps shift their own; Clearly explain how their understanding of malleable intelligence has developed their ability to grow academically and why it is the most important mindset for their continued academic growth throughout the year and beyond</p>	<p>advocates by defending themselves because they feel well-researched, well-prepared, and simultaneously open to new ideas; Being proactive in their learning by confronting struggle with actionable strategies to grow academically and personally; Seeking to understand, then to be understood by others in discussion, reading, and writing;</p>
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Lesson Date	Text/Lesson
Monday, March 30, 2015	"The Ones Who Walk Away from Omelas" - Day 2
Tuesday, March 31, 2015	"The Ones Who Walk Away from Omelas" - Day 3
Wednesday, April 01, 2015	"The Ones Who Walk Away from Omelas" - Assessment
Thursday, April 02, 2015	
Friday, April 03, 2015	
Monday, April 13, 2015	<i>Lord of the Flies - Ch 1</i>
Tuesday, April 14, 2015	<i>Lord of the Flies - Ch 2</i>
Wednesday, April 15, 2015	<i>Lord of the Flies - Ch 3</i>
Thursday, April 16, 2015	<i>Lord of the Flies - Ch 4</i>
Friday, April 17, 2015	<i>Lord of the Flies</i>
Monday, April 20, 2015	<i>Lord of the Flies - Ch 5</i>
Tuesday, April 21, 2015	<i>Lord of the Flies - Ch 6</i>
Wednesday, April 22, 2015	<i>Lord of the Flies - Ch 7</i>
Thursday, April 23, 2015	<i>Lord of the Flies - Ch 8</i>
Friday, April 24, 2015	<i>Lord of the Flies</i>
Monday, April 27, 2015	<i>Lord of the Flies - Ch 9</i>
Tuesday, April 28, 2015	<i>Lord of the Flies - Ch 10</i>
Wednesday, April 29, 2015	<i>Lord of the Flies - Ch 11</i>
Thursday, April 30, 2015	<i>Lord of the Flies - Ch 12</i>

Friday, May 01, 2015	<i>Lord of the Flies</i>
Monday, May 04, 2015	<i>Lord of the Flies</i> - Essay Workshop
Tuesday, May 05, 2015	<i>Lord of the Flies</i> - Essay Workshop
Wednesday, May 06, 2015	Global Issues Book Clubs
Thursday, May 07, 2015	Global Issues Book Clubs
Friday, May 08, 2015	Global Issues Project
Monday, May 11, 2015	Global Issues Book Clubs
Tuesday, May 12, 2015	Global Issues Book Clubs
Wednesday, May 13, 2015	Global Issues Book Clubs
Thursday, May 14, 2015	
Friday, May 15, 2015	
Monday, May 18, 2015	"Your Logic Frightens Me, Mandela"
Tuesday, May 19, 2015	"Your Logic Frightens Me, Mandela"
Wednesday, May 20, 2015	Global Issues Book Clubs
Thursday, May 21, 2015	Global Issues Book Clubs
Friday, May 22, 2015	Global Issues Work Day
Monday, May 25, 2015	
Tuesday, May 26, 2015	Book Clubs + EXPLORE reminders
Wednesday, May 27, 2015	
Thursday, May 28, 2015	Global Issues Work Day
Friday, May 29, 2015	Global Issues Work Day
Monday, June 01, 2015	
Tuesday, June 02, 2015	Book Club Final Seminar

Wednesday, June 03, 2015	Book Club Final Essay
Thursday, June 04, 2015	GLOBAL ISSUES FAIR
Friday, June 05, 2015	GLOBAL ISSUES FAIR
Monday, June 08, 2015	Finals Prep
Tuesday, June 09, 2015	
Wednesday, June 10, 2015	
Thursday, June 11, 2015	
Friday, June 12, 2015	

Objective / Assessment
SWBAT draw generalizations and conclusions about the people that live in Omelas. SWBAT make inferences about why the author uses beautifully lavish setting details to open the story despite the horror that is later revealed.
SWBAT understand the overall approach taken by the author. SWBAT analyze the theme of the story.
What is Ursula K. Le Guin's arguing about human nature in "The Ones Who Walk Away from Omelas"? In your response, analyze at least one literary device Le Guin employs to convey this argument.
Report Card Pick Up - No School
Staff Professional Development - No School
SWBAT identify clear relationships between Piggy, Jack, Ralph, and the other boys.
SWBAT identify clear relationships between Piggy, Jack, Ralph, and the other boys. SWBAT summarize the basic events and ideas in Chapters 1 and 2.
SWBAT draw generalizations and conclusions about Jack and Simon based on their behavior in Chapter 3.
SWBAT make simple inferences about how details (like Piggy's specs, the painted faces, the hunt, the fire, etc.) are used in the passage as symbols (loss of wisdom, deindividuation, violent human nature, reasoned nature/rescue, etc.).
<ol style="list-style-type: none"> 1. How do the boys' "painted faces and long hair" symbolize a fundamental transformation in who they become on this island? 2. How might Chapter 4 be a significant turning point in the book? Use your analysis of the "painted faces and long hair," Piggy's specs, and/or the conch to support your response.
SWBAT draw generalizations about how fear influences the dynamics of power on the island.
SWBAT draw generalizations about how fear of the beast continues to influence the dynamics of power on the island and lead to conflict between the boys.
SWBAT use context to determine the symbolism of Ralph and the other boys' maniacal obsession/sadism with killing the pig.
SWBAT summarize the basic events and ideas in this challenging and complex chapter. SWBAT analyze Simon's confrontation with the Lord of the Flies.
What does the beastie symbolize and what affect does it have on the boys?
SWBAT recognize the cause-effect relationship between the boys' increasingly violent, sadistic behavior and Simon's death.
SWBAT analyze how the relationships between the boys have changed dramatically since the beginning of the text.
SWBAT analyze the symbolism of the conch, Piggy's specs, the masks, smoke - particularly how the loss of the conch and the breaking of Piggy's specs symbolize a complete loss of rule and order paired with wisdom and reason.
SWBAT summarize basic events and ideas in this complex last chapter. SWBAT draw initial generalizations about theme of the text.

In Philip Zimbardo's TED Talk on the psychology of evil he says, "Evil is the exercise of power." He goes on to provide a framework of seven processes or activities that lead to this kind of evil.

In your essay, you will analyze how "evil is the exercise of power" in Lord of the Flies and use Zimbardo's psychology of evil as a framework for analyzing how the boys' behavior leads to the evil that develops throughout the course of the novel.

SWBAT compose response to final essay question. SWBAT synthesize their analysis of LOTF with Zimbardo's framework for the psychology of evil.

SWBAT compose response to final essay question. SWBAT synthesize their analysis of LOTF with Zimbardo's framework for the psychology of evil.

SWBAT identify and analyze literary elements of their book club books. SWBAT analyze literature through discussion.

SWBAT identify and analyze literary elements of their book club books. SWBAT analyze literature through discussion.

As a group, SWBAT identify a global issue related to their book club books and compose a plan of action to research and present findings at Global Issues Fair.

SWBAT identify and analyze literary elements of their book club books. SWBAT analyze literature through discussion.

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SWBAT identify and analyze literary elements of their book club books. SWBAT analyze literature through discussion.

PARCC EOY DAY 1

PARCC EOY DAY 2

SWBAT analyze the author's use of repetition.

SWBAT analyze the overall approach taken by the author to both criticize and deify Mandela for his peace-building work in South Africa.

SWBAT identify and analyze literary elements of their book club books. SWBAT analyze literature through discussion.

SWBAT identify and analyze literary elements of their book club books. SWBAT analyze literature through discussion.

SWBAT conduct research, compose blurbs for the project, and organize presentation for Global Issues Fair.

Memorial Day - No School

SWBAT identify and analyze literary elements of their book club books. SWBAT prepare for Reading EXPLORE test.

POST-EXPLORE

SWBAT synthesize their research and analysis of individualized global issues on their projects.

SWBAT synthesize their research and analysis of individualized global issues on their projects.

EOY LEXILE TESTING

SWBAT analyze literature through seminar discussion.

SWBAT analyze how the author develops a theme throughout the text using literary devices.

SWBAT present their projects proficiently and confidently in front of peers and teachers at Noble.

SWBAT present their projects proficiently and confidently in front of peers and teachers at Noble.

SWBAT prepare for final exams by compiling notes and reviewing study guide.

FINAL EXAMS

FINAL EXAMS

FINAL EXAMS MAKE-UP DAY

Staff Professional Development - No School

No School

Major Assignment

School Assessment

Class Assessment

Book Club Texts:

A Long Way Gone

Finding Nouf

Half the Sky

The Kite Runner

Red Azalea

Noble Street College Prep

ELA 9-12: Units, Lesson Plans, and Assessments

9th Grade ELA

Unit: Global Issues

Description: The trajectory of our 9th grade students' learning in Multicultural Studies starts with the individual in quarter 1 and moves to an exploration of issues outside of oneself and the immediate community by quarter 4. The idea is that developmentally, 9th graders do best and “buy in” when the material is accessible and about them at the beginning of the year. Through text, discussion, and pushes from teachers, students develop their way of thinking and can truly grasp and start to problem-solve around issues that plague our global communities. *Lord of the Flies* is used to examine both power and evil in the world. It allows students to explore these ideas before delving into their book club books and exploring larger global issues.

Materials Included:

1. Unit plan
2. Sample lesson plan
3. Objectives calendar
4. Reading Annotation Guide
5. Daily Assessment (DAG)
6. Example Quiz
7. *Lord of the Flies* Final Writing Assignment

10th Grade English

Unit: Short Stories

Description: 10th grade allows students to explore more complex literature while mastering literary analysis essays and demonstrating command of strong, academic grammar. They read texts from *The Great Gatsby* to *Of Mice and Men*. This “Short Stories” unit allows students to explore and write about complex text while closely examining how authors use particular literary devices. Students are also able to write about these short stories using the grammar techniques studied in class.

Materials Included:

1. Unit Plan
2. Sample lesson plan
3. Objectives Calendar
4. Do Now Worksheet
5. Colons Assessment
6. Cumulative Writing Assessment

11th Grade ELA

Unit: Research

Description: 11th grade is a pivotal year in our quest to prepare all students to be college ready, and an aspect of being college ready is the ability to tackle a complex research paper. The unit included demonstrates how our 11th graders learn about this type of non-fiction writing, research, create outlines, design theses, and write academic research papers. This process when compared to what is required of our freshmen is much more complex and requires greater independence and critical thinking.

Materials Included:

1. Unit Plan
2. Sample lesson plan
3. Objectives Calendar
4. Research Notes Packet
5. Sample Writing Assignment
6. Exit Ticket and Do Now for following day
7. Cumulative Writing Assessment Rubric

12th Grade ELA

Unit: *Slaughter-house Five*

Description: Senior year is a time to explore some of life's most essential questions. The curriculum includes a year-long research project into a topic of students' choosing and numerous units based on essential texts that allow our students to ponder truths about the world. Students explore Hemmingway, Kerouac, and in this unit Vonnegut. The myriad texts coupled with a long-term research project allow students to delve into complex ideas and prepare themselves for the rigor of college. In the final assignment, you will see the quintessence of a senior assignment in that the final questions are generated by students in the class, demonstrating how thinking had grown and changed over time.

Materials included:

1. Unit Plan
2. Sample lesson plan
3. Objectives Calendar
4. Do Now quiz
5. Cumulative Vocabulary Quiz
6. Final Writing Assignment and Discussion Questions

9th Grade Multicultural Studies: Global Issues

	Lesson Plan
Title	<i>Lord of the Flies</i> , Chapter 1: Determining relationships.
Objectives/Goals	SWBAT identify clear relationships between Piggy, Jack, Ralph, and the other boys.
Materials/Environment	<ol style="list-style-type: none"> 1. Book of Choice (BOC) 2. Student copies of <i>Lord of the Flies</i> 3. Annotation guide (last night's hw instructions) 4. Previous night's homework, including chapter summary written in text 5. Group work rules review sheet 6. Chart paper for essential details 7. DAG (Daily Assessment sheet)
Procedure	<p>67 Minute Block</p> <ol style="list-style-type: none"> 1. Students enter the room, place their hw on their desk, and write down tonight's hw in the agendas. 2. Students silently read their BOC's for 15 minutes. If a student finishes a text, he/she can take an Accelerated Reader quiz for points, check in with teacher, and select a new book. (15 min) 3. Students move desks into groups and review group-work expectations. (5 min) 4. Homework is preparation for class, so students begin by discussing the previous night's summaries. What do they agree happened? What do they need clarified? What questions do they have for the class? (7 min) 5. Discuss summaries whole-class. Teacher will make sure students have a clear understanding of who the central characters are and what the problem is in the first chapter. (5 min) 6. Back in small groups, students will discuss the following: <ol style="list-style-type: none"> a. What details are repeated or emphasized? Why? b. What characters stand out to them as seemingly important? What details suggest their central role?

	<ul style="list-style-type: none"> c. Who seems powerful? Why? Who seems weak? Why? d. From your homework last night, share the most important sentence that you read and explain to your group why this seemed so important. e. Decide upon the 3 most important details from the chapter, record them on chart paper and be prepared to share them out with the entire group. (20 min) <ul style="list-style-type: none"> 7. Share key details with class; take notes on peers' input. A student will facilitate discussion. Peers are expected to ask questions if they do not understand why a detail was selected as important. (10 min) 8. DAG: individually answer the discussion question in writing. (8 min)
<p>Assessment</p>	<p>DAG—written assessment to answer the following: In “Fire on the Mountain,” the boys attempt to establish a sense of order with rules and a plan for rescue; however, they seem to lose control of that order relatively quickly. In your response, you must:</p> <ul style="list-style-type: none"> 1. explain how order is first established and who seems to be gaining control/power 2. analyze how they begin to lose control throughout “Fire on the Mountain” 3. analyze the <u>cause or causes</u> of this loss of control.
<p>Differentiation Strategies</p>	<ul style="list-style-type: none"> 1. During BOC time: check in with individual students to make sure struggling readers are making progress with their BOC's. 2. Heterogeneous groupings: strategically pair 1 high-level student, 2 mid-level students, and 1 low-level student in each group. 3. Teacher(s) will circulate from group to group making sure students are on task and getting questions answered. 4. For students with specific reading needs, teacher will flag particularly important passages to read more carefully—this is to assist with both homework and discussion in class. 5. Co-teacher will review reading homework in academic lab.

Lord of the Flies – Ch. 1

- Pay attention to and annotate for:
 - -setting/characters → track these as you go and write notes in the margin to track who's who and what's what
 - -repeated details that are emphasized and described in detail
- Ask 5 questions throughout the chapter
- Box any unknown words
- At the end of each chapter, write the following:
 - WHAT: In one sentence, describe what happened in this chapter?
 - SO WHAT?: What is the author trying to communicate at this point in the text?

Lord of the Flies – Ch. 1

- Pay attention to and annotate for:
 - -setting/characters → track these as you go and write notes in the margin to track who's who and what's what
 - -repeated details that are emphasized and described in detail
- Ask 5 questions throughout the chapter
- Box any unknown words
- At the end of each chapter, write the following:
 - WHAT: In one sentence, describe what happened in this chapter?
 - SO WHAT?: What is the author trying to communicate at this point in the text?

Lord of the Flies by William Golding - Chapters 1-4 Comprehension Quiz

1. What is the setting at the opening of the story?
2. Who are the first two boys introduced?
3. List two physical problems Piggy has.
4. What does Ralph's father do?
5. Who is elected chief?
6. What three boys go on an exploration mission together?
7. What happens to the first fire?
8. Explain the procedure at meetings for someone wishing to speak.
9. How do the boys get the fire started?
10. How do Ralph and Jack's priorities on the island differ?
11. What does Simon do in the jungle?

12. List one detail from the text that allows readers to understand that time has passed since the boys have been on the island.

13. What do Jack and his hunters do prior to the hunt?

14. Why does Ralph become furious with Jack in Ch. 4 ("Painted Faces and Long Hair")?

15. What do the boys chant upon their return?

16. What happens to Piggy after he yells at Jack for letting the fire go out?

17. What does Maurice pretend to be?

18. Describe the boys' reaction to Maurice.

19. What does Ralph decide to do at the end of Chapter 4?

Lord of the Flies – DAG1

NAME: _____

Multicultural Literature

DATE: _____

Lord of the Flies Final Essay: The Psychology of Evil

Assignment Summary:

You will write a 5-paragraph Essay about the prompt below, plus an introductory thesis statement and a conclusions statement to close out your essay.

Prompt:

In Philip Zimbardo’s TED Talk on the psychology of evil he says, “Evil is the exercise of power.” He goes on to provide a framework of seven processes or activities that lead to this kind of evil.

In your essay, you will analyze how “evil is the exercise of power” in *Lord of the Flies* and use Zimbardo’s psychology of evil as a framework for analyzing how the boys’ behavior leads to the evil that develops throughout the course of the novel.

Purpose:

The purpose of this assignment is for you to produce a polished essay that analyzes how “evil is the exercise of power” in *Lord of the Flies* using Zimbardo’s framework of the psychology of evil to develop your analysis.

Role:

You are writing from the lens of a scholar. You **should not** use any first or second person pronouns, and all verbs should be in the **present tense**.

Audience:

Your teachers and your peers.

Form:

A 5-paragraph paper; electronic submission to bgunty1@noblecollegeprep.org

Rubric

See attached

	MASTERY	PROFICIENT	DEVELOPING	NOT EVIDENT
	3	2	1	0
THESIS	<ul style="list-style-type: none"> Introduces a clear and reasonable claim that reflects advanced understanding 	<ul style="list-style-type: none"> Introduces a clear and reasonable claim that reflects adequate student understanding 	<ul style="list-style-type: none"> Introduces a claim that reflects limited understanding 	<ul style="list-style-type: none"> Does not introduce a claim OR introduces a claim that reflects lack of student understanding
CONTENT (EVIDENCE)	<ul style="list-style-type: none"> Cites strong and thorough textual evidence to support claim 	<ul style="list-style-type: none"> Cites adequate, relevant textual evidence to support claim 	<ul style="list-style-type: none"> Cites evidence that does not support claim 	<ul style="list-style-type: none"> Does not include textual evidence
DEVELOPMENT (INTERPRETATION)	<ul style="list-style-type: none"> Demonstrates how the evidence supports the claim with subtle inferences and advanced understanding 	<ul style="list-style-type: none"> Demonstrates how the evidence supports the claim with adequate inferences and understanding (may have logical lapses) 	<ul style="list-style-type: none"> Demonstrates how the evidence supports the claim with limited inferences and understanding (includes logical lapses) 	<ul style="list-style-type: none"> Does not demonstrate how the evidence supports the claim
ORGANIZATION	<ul style="list-style-type: none"> Organizes ideas and establishes clear relationships within paragraphs and the essay as whole 	<ul style="list-style-type: none"> Formulaically organizes ideas and establishes clear relationships within paragraphs and the essay as whole 	<ul style="list-style-type: none"> With some lapses in logic, organizes ideas and establishes relationships within paragraphs and the essay as whole 	<ul style="list-style-type: none"> Does not organize ideas or establish relationships within paragraphs and the essay as whole
LANGUAGE/ CONVENTIONS	<ul style="list-style-type: none"> Uses sophisticated language appropriate for audience and purpose (formal style and objective tone) Establishes author's voice Correctly uses complex conventions of usage and mechanics 	<ul style="list-style-type: none"> Uses clear language appropriate for audience and purpose (formal style and objective tone) Minor errors in conventions of usage and mechanics OR consistently simplistic sentence structure 	<ul style="list-style-type: none"> Uses simplistic language and inconsistently maintains a formal style and objective tone Patterns of errors in conventions of usage and mechanics 	<ul style="list-style-type: none"> Informal, unclear language throughout writing Multiple, consistent errors in conventions of usage and mechanics

Stage 1: Identify Desired Results

Established Goals (G)

College Readiness Standards

COP 701: Use a colon to introduce an example of an elaboration.

COP 501: Use punctuation to set off complex parenthetical phrases.

COP 601: Use commas to set off a nonessential/nonrestrictive appositive or clause

COP 604: Use a semicolon to indicate a relationship between closely related and independent clauses

COU 401: Use idiomatically appropriate prepositions, especially in combination with verbs (e.g. long for, appeal to).

COU 701: Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas.

COP 603: Use an apostrophe to show possession, especially with irregular plural nouns.

COU 502: Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using have rather than of.

COU 602: Ensure that a verb agrees with its subject in unusual situations (e.g. when the subject-verb order is inverted or when the subject is an indefinite pronoun).

COU 702: Ensure that a verb agrees with its subject when a phrase or a clause between the two suggests a different number for the verb.

TOD 602: Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation

OUC 602: Rearrange sentences to improve the logic and coherence of a complex paragraph.

OUC 603: Add a sentence to introduce or conclude a fairly complex paragraph

WCH 302: Revise expressions that deviate from the style of an essay.

WCH 402: Use the word or phrase most consistent with the style and tone of a fairly straightforward essay

WCH 503: Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay

WCH 501: Revise a phrase that is redundant in terms of the meaning of logic of the entire sentence.

COU 601: Correctly use reflexive pronouns, the possessive pronouns its and your, and the relative pronouns who and whom

SST 601: Use sentence-combining techniques effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.

Common Core State Standards

W.9-10.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

10th Grade ELA: Short Stories Unit

<p>Enduring Understandings (U) These are large understandings, presented in the form of a true statement. They involve “uncovering” and are not immediately obvious. They may be applicable beyond the context of the particular unit to other areas of study.</p> <p>Individuals respond to conflict based on their sense of identity, the environment in which they live, and their beliefs</p> <p>Conflict is an inevitable part of life.</p>	<p>Essential Questions (Q) What are the big questions to have students consider. These are not obvious, short answer, but involve thought and discussion. The answering of these questions helps students arrive at the Enduring Understandings.</p> <p>What leads to conflict?</p> <p>How do gender, culture, ability, and economic status relate to conflict?</p> <p>Is conflict a good or bad thing?</p> <p>How does an author develop conflict in a story?</p>
<p>Students will know...(K) (definitions, formulas, notation forms)</p> <p>Definitions for academic vocabulary including: ethos, logos, pathos, alliteration, chronology, conflict, tone</p> <p>Definitions for stretch vocabulary: polysyndeton, appeal to authority, flag waving, glittering generalities, plain folks, prestige identification, snob appeal</p> <p>Additional grammar-related vocabulary</p> <p>Vocabulary from the texts</p> <p>Background/context for stories and authors</p> <p>Annotation skills, testing strategies, peer review, essay revision skills, rubric creation and use</p>	<p>Students will be able to...(S) (problems students know how to solve)</p> <p>Identify a colon; define the use of a colon; define and identify an independent clause; use a colon to introduce an example of elaboration after an independent clause (COP 701)</p> <p>Determine whether a phrase is essential or nonessential to the meaning of a sentence and identify nonessential phrases as parenthetical phrases; understand how to use commas to set off parenthetical phrases (COP 501)</p> <p>Identify appositives and understand the relationship between nouns/pronouns and appositives; distinguish between nonrestrictive and restrictive clauses; understand how to use commas to set off a nonessential/nonrestrictive appositive or clause (COP 601)</p> <p>Identify independent clauses; identify dependent clauses; discern between independent and dependent clauses; identify semicolons and use semicolons to separate closely related independent clauses (COP 604)</p> <p>-----</p> <p>Identify and define a pronoun; identify simple and compound prepositions; define and identify verbs; define and identify common idiomatic expressions (COU 401)</p> <p>Identify and define a pronoun; identify simple and compound prepositions; define and identify verbs; define and identify common idiomatic expressions;</p>

use idiomatically appropriate prepositions depending on context (COU 701)

Identify nouns (regular & irregular) in a sentence and create plural and/or possessive nouns; correctly use an apostrophe to show possession (COP 603)

Identify claims; distinguish between opposing claims; connect claims to counterclaims, evidence, and reasoning (W.9-10.1a)

Develop claims and counterclaims using relevant and sufficient evidence; identify the strengths and limitations of claims and counterclaims; demonstrate consideration of audience knowledge level and concerns (W.9-10.1b)

Identify the past tense form of irregular and infrequently used verbs; identify the past participle form of irregular and infrequently used verbs; discern between past tense and past participle of irregular verbs; fix mistakes in forming the past tense and past participle of irregular verbs; define the present perfect tense (shows that an action has begun in the past and is continuing into the present); identify the present perfect tense in given sentences (COU 502)

Identify subjects and verbs in a sentence; ensure subject/verb agreement, particularly in unusual sentences and when a phrase or a clause between the two suggests a different number for the verb (COU 602)

Identify singular and plural subjects and conjugate verbs in present/past/future tense depending on if the subject is singular or plural; identify parenthetical phrases, prepositional phrases, and nonessential clauses between subjects and verbs; ensure that a verb agrees with its subject even when separated by parenthetical phrases, prepositional phrases, and nonessential clauses (COU 702)

Identify the main idea of a paragraph or a passage as a whole; determine the focus of a question stem; rephrase a question stem in their own words; add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to

express meaning through connotation (TOD 602)

Identify main idea, topic sentence, supporting details, introduction, conclusion, etc. of a paragraph; identify key transition words and phrases that improve logic and coherence in writing (OUC 602)

Identify the function of various sentences within a paragraph; identify introductory and concluding sentences; construct effective introductory and concluding sentences in paragraphs of varying complexity (OUC 603)

Write effective concluding statements/paragraphs that avoid merely summarizing and that articulate the significance or “so what” of the topic examined while directly connecting to the claim (W.9-10.1e)

Identify the style of an essay; identify if an essay is written in 1st, 2nd, or 3rd person; determine if an expression deviates from the style of an essay; revise an expression that deviates from the style of an essay (WCH 302)

Identify the style and tone of the essay by determining a selection's subject, format, vocabulary usage, and paying particular attention to whether the essay is formal or informal; identify if an essay is written in 1st, 2nd, or 3rd person; use the word or phrase most consistent with the style and tone of an essay (WCH 402)

Identify the tone of the essay by determining a selection's subject, format, vocabulary usage, and paying particular attention to whether the essay is formal or informal; identify if an essay is written in 1st, 2nd, or 3rd person; summarize what is occurring in a particular sentence; choose the word or phrase most appropriate in terms of the content of the sentence and tone of the essay (WCH 503)

Identify redundant material in a sentence and revise a phrase that is redundant (WCH 501)

Identify tone in writing; identify characteristics of formal and objective tone; establish and consistently maintain a formal, objective, “academic” tone in writing (W.9-10.1d)

	<p>-----</p> <p>Identify reflexive pronouns; use reflexive pronouns correctly in their own sentences; identify possessive pronouns, including its and your; use possessive pronouns correctly in their own sentences; identify relative pronouns, including who and whom; use relative pronouns correctly in their own sentences (COU 601)</p> <p>Identify independent and subordinate clauses; use commas and conjunctions or semicolons to join two independent clauses; use commas to join a subordinate clause followed by an independent clause; delete incorrect commas (i.e. between an independent clause and a subordinate clause when the independent clause comes first) (SST 601)</p> <p>Use effective transition words and phrases to link sentences and paragraphs; use effective transitions to link claims, evidence, reasons, and counterclaims (W.9-10.1c)</p>
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Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

5 “impromptus” (text-based, require evidence, academic vocabulary)

2 process papers (text-based, require evidence, academic vocabulary; outlines, multiple drafts, etc.)

Other Evidence:

- Daily “Do Now”
- Growth Quizzes
- ACT practice tests
- Reading/Vocabulary Quizzes
- Homework assignments
- Interim Assessment

Stage 3: Build Learning Plan

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Learning Activities:

Texts: “The Scarlet Ibis,” “Catch the Moon,” “Lamb to the Slaughter,” “Two Kinds,” “The Short Happy Life of Francis Macomber,” “The Necklace”

1. Monday/Tuesday – Introduce and practice grammar skill
2. Wednesday – Read text aloud; reading discussions; reading quizzes
3. Thursday – SKED; skill practice
4. Friday – Growth quizzes

See planning calendar for more detail.

10th Grade ELA Short Stories Unit

Quarter 1					
January					
	Monday	Tuesday	Wednesday	Thursday	Friday
	19 MLK Day No Staff No Students	20 <ul style="list-style-type: none"> Do Now Identify a colon; define the use of a colon; define and identify an independent clause; use a colon to introduce an example of elaboration after an independent clause (COP 701) 	21 <ul style="list-style-type: none"> Do Now Identify a colon; define the use of a colon; define and identify an independent clause; use a colon to introduce an example of elaboration after an independent clause (COP 701) 	22 <ul style="list-style-type: none"> Do Now Identify a colon; define the use of a colon; define and identify an independent clause; use a colon to introduce an example of elaboration after an independent clause (COP 701) 	23 <p style="text-align: center;">RCPU</p>
Week 1: "The Scarlet Ibis"	26 <ul style="list-style-type: none"> Do Now Determine whether a phrase is essential or nonessential to the meaning of a sentence and identify nonessential phrases as parenthetical phrases; understand how to use commas to set off parenthetical phrases (COP 501) Identify appositives and understand the relationship between nouns/pronouns and appositives; distinguish between nonrestrictive and restrictive clauses; understand how to use commas to set off a nonessential/nonrestrictive appositive or clause (COP 601) 	27 <ul style="list-style-type: none"> Do Now: Pre-reading Read Define conflict and identify different types of conflict in text Colon review and practice 	28 <ul style="list-style-type: none"> Do Now: Read Homework Review Poetry analysis Q3: Impromptu #1 	29 <ul style="list-style-type: none"> Do Now Identify independent clauses; identify dependent clauses; discern between independent and dependent clauses; identify semicolons and use semicolons to separate closely related independent clauses (COP 604) Growth Quiz (COP 701); Spiral Skills: COP 501, COP 601, COP 604) 	30 <p style="text-align: center;">Mid-Year Testing</p>
February					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1: "Lamb to the Slaughter"	2 <ul style="list-style-type: none"> Do Now Identify and define a pronoun; identify simple and compound prepositions; define and 	3 <ul style="list-style-type: none"> Do Now Identify and define a pronoun; identify simple and compound prepositions; define and 	4 <ul style="list-style-type: none"> Do Now Read/Reading Discussion Define Irony and identify examples in the text. 	5 <ul style="list-style-type: none"> Do Now Identify nouns (regular & irregular) in a sentence and create plural and/or possessive nouns; 	6 <ul style="list-style-type: none"> Do Now Growth Quiz (COU 401 & COU 701); Spiral Skill: COP 603

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	identify verbs; define and identify common idiomatic expressions (COU 401)	identify verbs; define and identify common idiomatic expressions; use idiomatically appropriate prepositions depending on context (COU 701)		correctly use an apostrophe to show possession (COP 603) <ul style="list-style-type: none"> Q3: Impromptu #2 	English Acceleration Friday (day ends at 4:30)
	9 <ul style="list-style-type: none"> Do Now Identify the past tense form of irregular and infrequently used verbs; identify the past participle form of irregular and infrequently used verbs; discern between past tense and past participle of irregular verbs; fix mistakes in forming the past tense and past participle of irregular verbs: define the present perfect tense (shows that an action has begun in the past and is continuing into the present); identify the present perfect tense in given sentences (COU 502) 	10 <ul style="list-style-type: none"> Do Now Identify the past tense form of irregular and infrequently used verbs; identify the past participle form of irregular and infrequently used verbs; discern between past tense and past participle of irregular verbs; fix mistakes in forming the past tense and past participle of irregular verbs: define the present perfect tense (shows that an action has begun in the past and is continuing into the present); identify the present perfect tense in given sentences (COU 502) 	11 <ul style="list-style-type: none"> Do Now Identify singular and plural subjects and conjugate verbs in present/past/future tense depending on if the subject is singular or plural; identify parenthetical phrases, prepositional phrases, and nonessential clauses between subjects and verbs; ensure that a verb agrees with its subject even when separated by parenthetical phrases, prepositional phrases, and nonessential clauses (COU 702) Identify subjects and verbs in a sentence; ensure subject/verb agreement, particularly in unusual sentences and when a phrase or a clause between the two suggests a different number for the verb (COU 602) 	12 <ul style="list-style-type: none"> Portfolio Do Now: Q3: Impromptu #3 	13 <ul style="list-style-type: none"> Do Now Growth Quiz (COU 502); Spiral Skills: COU602 & COU 702 Review essay assignment Essay Writing time <p style="text-align: center;">Cold Day Make-up (day ends at 4pm)</p>
Week 1: "Girl"	16 <p style="text-align: center;">President's Day No Staff No Students</p>	17 <ul style="list-style-type: none"> Do Now Peer editing 	18 <p style="text-align: center;">OER</p>	19 <ul style="list-style-type: none"> Do Now Identify the style of an essay; identify if an essay is written in 1st, 2nd, or 3rd person; determine if an expression deviates from the style of an essay; revise an expression that deviates from the style of an essay (WCH 302) Identify the style and tone 	20 <ul style="list-style-type: none"> Do Now Q3: Process Paper #1 Due Read/discuss "Girl"

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				of the essay by determining a selection's subject, format, vocabulary usage, and paying particular attention to whether the essay is formal or informal; identify if an essay is written in 1st, 2nd, or 3rd person; use the word or phrase most consistent with the style and tone of an essay (WCH 402)	
	<p>23</p> <ul style="list-style-type: none"> Do Now ACT practice exam 	<p>24</p> <ul style="list-style-type: none"> Do Now Identify the tone of the essay by determining a selection's subject, format, vocabulary usage, and paying particular attention to whether the essay is formal or informal; identify if an essay is written in 1st, 2nd, or 3rd person; summarize what is occurring in a particular sentence; choose the word or phrase most appropriate in terms of the content of the sentence and tone of the essay (WCH 503) 	<p>25</p> <ul style="list-style-type: none"> Do Now ACT corrections Discuss ACT exam 	<p>26</p> <ul style="list-style-type: none"> Do Now Identify the main idea of a paragraph or a passage as a whole; determine the focus of a question stem; rephrase a question stem in their own words; add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation (TOD 602) Identify tone in writing; identify characteristics of formal and objective tone; establish and consistently maintain a formal, objective, "academic" tone in writing (W.9-10.1d) <p>OER Grading Day (day ends at 2:10)</p>	<p>27</p> <p>10.3 Interim</p>
	March				
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1: "Two Kinds"	<p>2</p> <ul style="list-style-type: none"> Do Now Testing Strategies Identify main idea, topic sentence, supporting 	<p>3</p> <p>ACT (NO SCHOOL FOR SOPHOMORES)</p>	<p>4</p> <ul style="list-style-type: none"> Do Now Read "Two Kinds" Identify claims; distinguish between opposing 	<p>5</p> <ul style="list-style-type: none"> Do Now Q3: Impromptu #4 Identify the function of various sentences within a 	<p>6</p> <p>Network PD</p>

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	<p>details, introduction, conclusion, etc. of a paragraph; identify key transition words and phrases that improve logic and coherence in writing (OUC 602)</p>		<p>claims; connect claims to counterclaims, evidence, and reasoning (W.9-10.1a)</p> <ul style="list-style-type: none"> Develop claims and counterclaims using relevant and sufficient evidence; identify the strengths and limitations of claims and counterclaims; demonstrate consideration of audience knowledge level and concerns (W.9-10.1b) 	<p>paragraph; identify introductory and concluding sentences; construct effective introductory and concluding sentences in paragraphs of varying complexity (OUC 603)</p> <p>SKED</p>	
<p>Week 1: "Catch the Moon"</p>	<p>9</p> <ul style="list-style-type: none"> Do Now Peer grading Row Writing Write effective concluding statements/paragraphs that avoid merely summarizing and that articulate the significance or "so what" of the topic examined while directly connecting to the claim (W.9-10.1e) 	<p>10</p> <ul style="list-style-type: none"> Do Now Style Activity Use effective transition words and phrases to link sentences and paragraphs; use effective transitions to link claims, evidence, reasons, and counterclaims (W.9-10.1c) 	<p>11</p> <ul style="list-style-type: none"> Do Now Point of View Read/Reading Discussion 	<p>12</p> <ul style="list-style-type: none"> Do Now Interim Analysis 	<p>13</p> <ul style="list-style-type: none"> Do Now Interim Analysis
<p>Week 1: "The Necklace"</p>	<p>16</p> <ul style="list-style-type: none"> Do Now Mixed review grammar packet Identify redundant material in a sentence and revise a phrase that is redundant (WCH 501) Identify independent and subordinate clauses; use commas and conjunctions or semicolons to join two independent clauses; use commas to join a subordinate clause followed by an 	<p>17</p> <ul style="list-style-type: none"> Do Now Q3: Impromptu #5 Essay writing 	<p>18</p> <ul style="list-style-type: none"> Do Now Essay writing time 	<p>19</p> <ul style="list-style-type: none"> Do Now Read/Reading Discussion Reading activity 	<p>20</p> <ul style="list-style-type: none"> Do Now Write/discuss connections between stories Q3: Process Paper #2 Due

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	<p>independent clause; delete incorrect commas (i.e. between an independent clause and a subordinate clause when the independent clause comes first) (SST 601)</p>				
<p>Week 1: "The Short Happy Life of Francis Macomber"</p>	<p>23</p> <ul style="list-style-type: none"> • Do Now • Identify reflexive pronouns; use reflexive pronouns correctly in their own sentences; identify possessive pronouns, including its and your; use possessive pronouns correctly in their own sentences; identify relative pronouns, including who and whom; use relative pronouns correctly in their own sentences (COU 601) 	<p>24</p> <ul style="list-style-type: none"> • Do Now • Read/Reading discussion 	<p>25</p> <ul style="list-style-type: none"> • Do Now • Read/Reading discussion 	<p>26</p> <ul style="list-style-type: none"> • Do Now <p>SKED</p>	<p>27</p> <ul style="list-style-type: none"> • Do Now: • ACT practice exam <p>End of Q3</p>

Name: _____ Date: _____ Period: _____

English 2: DO NOW
Is conflict necessary?



In the short story we will read today, "The Scarlet Ibis," **competitiveness** leads to **conflict**.
Complete these sentences to develop your ideas about the question: is conflict necessary?

I think **competition** means

I would define **conflict** as

Some people like to **compete** because

To prevent **competition** from turning into **conflict**, one might

After you complete the sentences above, read the following text about the author of "The Scarlet Ibis," James Hurst, and underline anything about his life that you predict may have influenced his writing.



James Hurst (1922)

James Hurst grew up along the coast of North Carolina, a place of quiet landscapes and violent storms. After studying chemical engineering and opera and serving in the army during World War II, Hurst took a job at a New York bank. For thirty-four years, he worked as a banker and spent his evenings writing stories. "The Scarlet Ibis," published in 1960, is Hurst's best-known story. Hurst has said that he "wanted [the ibis] to represent [the character of Doodle] – not Doodle's physical self, but his spirit."

Name: _____ Date: _____ Period: _____

Quarter 3: Literary Analysis Essay

“The Scarlet Ibis”

“Lamb to the Slaughter”

Your Assignment: Choose one of the above short stories and respond to the writing prompt below in several well-developed paragraphs.

One of the main methods that an author uses to express a specific message in a work of fiction is through the use of **conflict** in a story. In an insightful, well-written, five-paragraph essay, discuss how the author uses a literary device (**irony, symbolism, foreshadowing, etc.**) to develop **internal conflict** and **external conflict** in the story.

Important Dates

Rough Draft Due: Monday, February 16

Final, Typed Essay Due: Friday, February 20

RECOMMENDED STRUCTURE:

Intro Paragraph: Start your essay with the topic (conflict) and story (title, author) that you will be discussing. Conclude this paragraph with a well-written and focused thesis statement that identifies the literary element you will discuss and how it relates to conflict in the story.

1st Body Paragraph: Identify and analyze a specific example of **external conflict** in the story

2nd Body Paragraph: Identify and analyze a specific example of **internal conflict** in the story

3rd Body Paragraph: Discuss how literary element (**irony, symbolism, foreshadowing, etc.**) allows the author to develop conflict in the story.

Conclusion Paragraph: End with a paragraph that concludes your main argument by restating your thesis, summarizing your evidence, and explaining why the topic matters to us as humans. What do we learn from the conflict in the story? What’s the author’s message?

FORMAT REQUIREMENTS: Essay must be **typed**, double-spaced, and in 12pt. Times New Roman font

THIS ASSIGNMENT SHEET AND RUBRIC MUST BE SUBMITTED WITH THE PAPER TO BE CONSIDERED COMPLETE AND ON TIME!

	Mastery	Proficient	Developing	Not Evident
	4	3	2	1
Claim/Thesis	<ul style="list-style-type: none"> Introduces a clear and reasonable claim that reflects advanced understanding of the prompt Claim is the last sentence of the introduction 	<ul style="list-style-type: none"> Introduces a clear and reasonable claim that reflects adequate student understanding of the prompt Claim is the last sentence of the introduction 	<ul style="list-style-type: none"> Introduces a claim that reflects limited understanding of the prompt Claim is the last sentence of the introduction 	<ul style="list-style-type: none"> Does not introduce a claim OR introduces a claim that reflects lack of student understanding Claim is not the last sentence of the introduction
Content and Development	<ul style="list-style-type: none"> Cites strong and thorough textual evidence to support claim (at least three quotes) Thoroughly articulates how the evidence supports the claim with subtle inferences and advanced understanding 	<ul style="list-style-type: none"> Cites adequate, relevant textual evidence to support claim (at least three quotes) Articulates how the evidence supports the claim with adequate inferences and understanding (may have logical lapses) 	<ul style="list-style-type: none"> Cites evidence that does not support claim and/or cites less than three quotations from the text Articulates how the evidence supports the claim with limited inferences and understanding (includes logical lapses) 	<ul style="list-style-type: none"> Does not include textual evidence and/or evidence is not explained at all Does not demonstrate how the evidence supports the claim
Organization	<ul style="list-style-type: none"> Organizes ideas and establishes clear relationships within paragraphs and the essay as whole 	<ul style="list-style-type: none"> Formulaically organizes ideas and establishes clear relationships within paragraphs and the essay as whole 	<ul style="list-style-type: none"> With some lapses in logic, organizes ideas and establishes relationships within paragraphs and the essay as whole 	<ul style="list-style-type: none"> Does not organize ideas or establish relationships within paragraphs and the essay as whole
Language and Conventions	<ul style="list-style-type: none"> Uses sophisticated language (complex sentences) appropriate for audience and purpose (<i>formal style and objective tone</i>) Minor grammar errors/ grammatical errors do not distract from the essay Free of spelling errors Does not use personal pronouns or contractions 	<ul style="list-style-type: none"> Uses clear language appropriate for audience and purpose (formal style and objective tone) Minor grammar errors/grammatical errors are somewhat distracting Few spelling errors Few personal pronouns and/or contractions 	<ul style="list-style-type: none"> Uses simplistic language and inconsistently maintains a formal style and objective tone Grammatical errors disrupt the flow of the essay Several, minor spelling errors Some personal pronouns and/or contractions 	<ul style="list-style-type: none"> Informal, unclear language throughout writing Excessive grammatical errors Several spelling errors Several personal pronouns and/or contractions
Additional Requirements	<ul style="list-style-type: none"> Conclusion thoroughly addresses the “so what” of the essay (why does this topic matter to us as humans) 	<ul style="list-style-type: none"> Conclusion addresses the “so what” of the essay (why does this topic matter to us as humans?) 	<ul style="list-style-type: none"> Conclusion somewhat addresses the “so what” of the essay (why does this topic matter to us as humans?) 	<ul style="list-style-type: none"> Conclusion does not address the “so what” of the essay (why does this topic matter to us as humans?)

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Title	Conflict and "The Scarlet Ibis"
Objectives/Goals	<ol style="list-style-type: none">1. Define different types of conflict2. Determine how competitiveness leads to conflict3. Review uses of a colon and use them to set up complex relationships in sentences
Materials/Environment	<ol style="list-style-type: none">1. Student copies of "The Scarlet Ibis"2. Do Now sheet and biography of James Hurst3. Powerpoint with notes on types of conflict4. Student notebooks (they bring their own) for note taking5. Small groups for reading and discussion6. Colons worksheet7. Exit Ticket
Procedure	<p>67 Min Block Period</p> <ol style="list-style-type: none">1. Students enter room, pick up do now, submit homework, and write down tonight's homework in their agendas.2. By the time the bell rings, students have started the do now on conflict and competitiveness (7 min).3. As a whole-class, students discuss their answers to the Do Now prompts (5 min).4. Students then take out notebooks and take notes on types of conflict common in literature (10 min).5. In small groups, students read "The Scarlet Ibis." As they read aloud together, they are to annotate for the following:<ol style="list-style-type: none">a. Main characters and details about themb. Conflict (20 min)6. After students have read about half of the text, they will stop and answer Part I on their Exit Ticket for today. (10 min)7. We will now transition to the grammar portion of our lesson today. First, in pairs, students will review their notes on colons. Then, also in pairs, students will complete a grammar worksheet on colons (10 min).8. Students will now complete Part II on their Exit Ticket that asks them to use colons in their writing about "The Scarlet

	Ibis" (5 min).
Assessment	<p>Exit Ticket:</p> <p>Part I: Up to this point in your reading, what seems to be the central conflict in "The Scarlet Ibis?" What type of conflict is this and what evidence do you have to back up your claim.</p> <p>Part II: Write three sentences about characters in "The Scarlet Ibis." Each sentence must contain a colon: one to introduce a list, one to introduce a quote, and one for emphasis.</p>
Differentiation Strategies	<ol style="list-style-type: none"> 1. During Do Now, co-teacher will work closely with students struggling to respond to new concepts. 2. Heterogeneous groupings: strategically pair 1 high-level student, 2 mid-level students, and 1 low-level student in each group. 3. Teacher(s) will circulate from group to group making sure students are on task and getting questions answered. 4. For students with specific reading needs, teacher will flag particularly important passages to read more carefully—this is to assist with both homework and discussion in class. 5. Co-teacher will review reading homework in academic lab. 6. Students with IEPs may use notes on colons on their exit ticket.

Growth Quiz #9: Colons

Every year my high school hosts international exchange students who join our senior class. **(1)** Host families usually consist of the following members a host family, a student, and siblings of the family. **(2)** I can recall students from Costa Rica, Italy, Norway, and Nigeria. **(3)** Last year, one of our school’s exchange students, Ligia Antolinez, came from another county: Bucaramanga, Colombia. I was a junior then. **(4)** I wasn’t in any of Ligia’s classes and didn’t know her but I saw her in school events and had read a story about her in our school paper.

About halfway through the school year, I learned that the exchange program was looking for a new home for Ligia. **(5)** After a severe storm, the basement of her hosts’ house had flooded, and two bedrooms flooded. The two “little brothers” of Ligia’s host family **(6)**who had volunteered to move to those bedrooms for a year had to be moved upstairs to the room Ligia was using.

I told my parents about Ligia’s problem. We supposed that it would be fun to host a student from another country. My older sister had gotten married the summer before, so not only did we have a room for Ligia, but we all admitted that the house had seemed too quiet lately. **(7)** My dad called a family meeting and told us. “I think it would be a great idea if we took in Ligia.”

1.
 - A. NO CHANGE
 - B. the following members; a host family
 - C. the following members: a host family
 - D. the following, and members a host family

2.
 - A. NO CHANGE
 - B. students from: Costa Rica
 - C. students from, Costa Rica
 - D. students from; Costa Rica

3.
 - A. NO CHANGE
 - B. another county, Bucaramanga, Colombia
 - C. another county Bucaramanga, Colombia
 - D. another county; Bucaramanga, Colombia

4.
 - A. NO CHANGE
 - B. didn’t know her; but I saw her in
 - C. didn’t know her, so I saw her in
 - D. didn’t know her, but I saw her in

5.
 - A. NO CHANGE
 - B. After a severe storm;
 - C. After a severe storm
 - D. After, a severe storm,

6.
 - A. NO CHANGE
 - B. ,who had volunteered to move to those bedrooms for a year,
 - C. ;who had volunteered to move to those bedrooms for a year,
 - D. ,who had volunteered to move to those bedrooms for a year;

7.
 - A. NO CHANGE
 - B. told us; “I think
 - C. told us “I think
 - D. told us: “I think

Due to Ligia moving in, the second half of my junior year was anything but quiet. **(8)** I introduced Ligia to my favorite music, rap music, and she started teaching me the most popular Colombian dance steps. **(9)** My father spoke fondly of the days before two teenagers took over his house the phone, the stereo, and the kitchen were no longer his. My mother helped her with math homework, and Ligia taught Mom beginning Spanish. Both Ligia and I were studying French that year, and we practiced at home. When we planned a surprise anniversary party for my mom and dad we did it all right under their noses in French.

At the end of the year, Ligia went home to Colombia. **(10)** This year, I'm busy with senior activities and with a part-time job: I'm trying to save enough to go see my new sister next year; she knows how much I love food and often tells me I will develop a taste for her favorite meals!

8.
A. NO CHANGE
B. music, rap, music
C. music rap music
D. music rap music;
9.
A. NO CHANGE
B. his house: the phone
C. his house, the phone
D. his house, but the phone

10.
A. NO CHANGE
B. with a part-time job. I'm
C. with a part-time job, I'm
D. with a part-time job; I'm

11. Bonus: What are three ways to combine independent clauses with punctuation?

11th Grade ELA: Research

Title	Research Methods and Evaluating Sources
Objectives/Goals	<ol style="list-style-type: none"> 1. Take notes on and better understand what are research methods 2. Evaluate the validity of a source 3. Begin researching and taking notes
Materials/Environment	<ol style="list-style-type: none"> 1. Do Now review on Danticat (end of previous unit) 2. Research topic feedback sheet 3. Notes on research methods and sources 4. Chrome books for research 5. Notebooks (students bring them) for note-taking purposes 6. Exit ticket on research methods
Procedure	<p>67 Min Block Period</p> <ol style="list-style-type: none"> 1. Students enter the classroom, submit last night’s homework, pick up their do now, and write their homework in their agendas. 2. Students complete and submit reflection on “Children of the Sea” (10 min). 3. Students receive sheet with feedback about their research topics from teacher (5 min). 4. Teacher disseminates notes packet on research. Students then fill in packet as teacher guides them through clear, specific discussion on research and sources (15 min). 5. Students log on to Chrome books and complete activity on evaluating sources. They do the first one together as a class and then work with a partner to evaluate the validity of the other sources (15 min). 6. Students begin researching topics and taking notes from credible sources (15 min). 7. Students complete their exit ticket on research and sources (7 min).
Assessment	<ol style="list-style-type: none"> 1. Exit ticket that assesses knowledge and understanding of today’s objectives 2. Long-term assessment is the final research paper graded with

	clear rubric
Differentiation Strategies	<ol style="list-style-type: none">1. Some of the guided notes filled in for more struggling students.2. Starter websites provided for those who need it.3. Co-teacher has list of students to check in with during research time.4. Data from exit ticket will allow teacher to determine who needs help and/or reteaching tomorrow.

11th Grade ELA: Research and Argument | 2014-2015

8	9 B Determine causes of events in story	10 A Infer Danticat's purpose in story	11 B Choose culture for speech	12 A Take notes on research topic	13 B Take notes on research topic	14
15	16 A Take notes on research topic	17 B take notes on research topic	18 A create outline	19 B create outline	20 A critique outlines	21
22	23 B Draft research essay	24 A Draft research essay	25 B Draft research essay	26 A Draft research essay	27 B End of Q3	28
29	30 A Speeches	31 B Speeches				

11th Grade ELA Unit

Stage 1: Identify Desired Results

Established Goals (G)

Common Core State Standards

W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

AP and College Readiness Standards

Develop an ACT argumentative essay that can score a 4 (5 and 6j) or a 5 (4j)

Justify sentence corrections for sentences with the following errors: commas, prepositions, apostrophes, subject verb agreement, hyphens, nonessentials

Differentiating between conjunction types and meanings to choose correct word choice and punctuate correctly

Access the internet and identify credible sources and incorporate knowledge into an articulate, persuasive speech

Outline a lengthy research essay (4-6 pages) that is not 5 paragraphs

Enduring Understandings (U)

My skills and knowledge are tools to open doors of for my future

Creating truth is a balance between what you already know and the information available to you—not everything presented to you is true, so you must evaluate and organize ideas presented to create real meaning

Essential Questions (Q)

What am I being asked to do on the ACT, question by question? What tools and prior knowledge do I have to accomplish a given task?

How can I use sentence parts and punctuation to create meaning from language?

How do I effectively communicate a researched argument that is persuasive and credible?

Students will know...(K)

(definitions, formulas, notation forms)

- The meaning of all conjunctions
- Students will be able to explain the rules for each of the following: lists, coordinating conjunctions, conjunctive adverbs, subordinating conjunctions,

Students will be able to...(S)

(problems students know how to...)

- self-reflect to determine strategy to best manage time (SKED special time plan)
- identify and correct sentence errors
- punctuate complicated sentences that lack

<p>appositives, nonessential interrupters, dashes, parentheses, apostrophes, hyphens</p> <ul style="list-style-type: none"> • Students will be able to explain what the ACT English Test and ACT Writing Test assess • Students will be able to outline the ACT Writing process • The internet is filled with junk—some sources are credible, however: NYT, reviewed sources, • Not everything you hear is true • As a citizen, it is your responsibility to be informed of your ever-changing world 	<p>punctuation</p> <ul style="list-style-type: none"> • identify question type on ACT passage • recalling coding strategy needed to answer question (ex: comma question=label subjects, verbs) • list credible internet resources • take thoughtful • brainstorm varied, specific evidence (T chart vs. listing) • addressing counterargument and strategically refuting or conceding point • organizing ideas for a timed essay with a rough outline • organizing ideas for a lengthy, complex argument with a sophisticated outline (sentence and topic outline) • use thoughtful note-taking strategy to organize ideas on a specific topic • create a complex argumentative thesis on self-selected, narrow topic • use punctuation to separate and join major sentence parts
---	--

In what way do the knowledge and skills help students to master the enduring understandings?

- The knowledge and skills support the enduring understandings—the ACT skills are the skills they need to feel confident on the test. Determining sites that are and are not credible will support their enduring understanding that not all information available is valid and meaningful.

Stage 2: Determine Evidence for Assessing Learning

<p>Performance Tasks:</p> <p>Color coded ACT Argumentative research paper</p>	<p>Other Evidence:</p> <p>Mid-year ACT 5 Practice Impromptu Argumentative Writing Assessments 5 mini-passages</p> <p>MASTERY: Hyphens Transitions Passage 1 Passage 2</p>
--	---

Stage 3: Build Learning Plan

Learning Activities:

M—(DN) grammar/writing test

T—(DN) grammar/writing test

W—(DN) grammar/test

R—mini multiple choice & grammar

F—ASSESSMENT alternating writing or multiple choice

Explaining Sentences

TRANSITIONS: 5/6 Transition sorting

Ima Goodpaper

Mr. Shakespeare

English Forever

March 3, 2015

How to Ace this English Paper

Teachers have long assigned research projects as a fun way to torture kids and also allow the students to practice their analytical and writing skills (“Research”). The sleepy faces, the stressed looks, the panicked e-mails in the middle of the night—all are beautiful signs of success to an evil English teacher. However, there are also other, more substantial ways to win a solid “A” from an English teacher (Easy-Ay 58). The way to easily create an A paper for Mr. Shakespeare is to have a strong, identifiable thesis statement that is supported by the paper; spellcheck and proofread the paper carefully; and use correct paper and citation formats.

A strong thesis is the key to a strong paper. It serves as a guide for your readers and should demonstrate complexity and sophistication.

Works Cited

Kennedy, Kerri. *Acing a Research Project*. Chicago: Brooks Publishing, 2005.

Magazinewriter, Jebediah. "How to Cite a Magazine in Your Bibliography." *Researcher Magazine* 28 Nov. 2002: 121-127.

"Research Projects for Torture and Education." Purdue Online Writing Lab. 8 Oct. 2004. Purdue University. 3 Jun. 2005
<www.purdue.owl.edu>.

Webwriter, Suzy. "How to Cite a Web Page in Your Bibliography." *Researchers on the Web*. 5 June 2005
<www.madeupaddress.com>.

Name _____

Class _____

Date _____

Research Methods Exit Slip

1. What is "research methods"?
2. What is the difference between quoting and paraphrasing?
3. How could a student limit the topic of "sports"?
4. List three possible key terms for someone was doing a research paper on charter education in Chicago:

5. What does MLA stand for?

Name _____

Class _____

Date _____

Research Methods Do Now

DIRECTIONS: Determine if each sentence is punctuated correctly or incorrectly. If "incorrect," please edit.

SET 1: Sentences "incorrect" only due to MLA issues.

- | | | |
|---|----------------|------------------|
| 1. Human beings have been described as "symbol-using animals" (Burke 3). | Correct | Incorrect |
| 2. Human beings have been described as "symbol-using animals." (Burke 3) | Correct | Incorrect |
| 3. Human beings have been described as "symbol-using animals." (Burke 3). | Correct | Incorrect |

SET 2: Sentences "incorrect" due to MLA and grammar issues.

- | | | |
|--|----------------|------------------|
| 4. Christine Haughney report that shortly after Japan made it illegal to use a handheld phone while driving "accidents caused by using the phones dropped by 75 percent (8). | Correct | Incorrect |
| 5. Behavioral scientist Kenneth Burke explains how human beings have been described as "symbol using animals" (3). | Correct | Incorrect |

6. Wordsworth stated that Romantic poetry was marked by a, "spontaneous overflow of powerful feelings" (263).

Correct Incorrect

Name _____

Class _____

Date _____

Research Paper Notes

1. So what is research?

2. What are some real-life examples of research?

- A shopper compares many types of cereal for healthiness and price
- A Noble senior visits several universities before deciding which one he or she would like to attend
- A parent googles several kinds of cars to figure out what the safest one will be for her son
- A student checks out her friend's facebook page to verify gossip
- A patient looks up information about his or her disease
- A journalist interviews the President
- Forensic scientists (think CSI) look for clues to find a criminal
- _____
- _____

3. Why do we research?

THE RESEARCH PROCESS

Step 1: _____

- Figure out what you want to spend time thinking and researching
- Figure out what about this topic specifically interests you and what you would like to present to others
- Figure out what you *want* to know

Step 2: _____

- Plan what to look for specifically in these places—these will be your key terms

Step 3: _____

- Brainstorm where you could look (newspapers, journals, encyclopedias, specific websites)
- Determine if your sources are credible

Step 4: _____

- Select the super important quotes from your source and keep careful, organized notes

Step 5: _____

- Once you finish with research, re-organize your notes in the order in which you'll put them in the paper. This is the outline of your paper!

Step 6: _____

- Begin drafting your essay, using internal citation to include facts into your essay as evidence.

Step 7: _____

- Make sure your MLA formatting is correct
- Revise and edit your paper
- Get a peer or a teacher to edit your paper

Step 8: _____

WHAT AM I LOOKING FOR? Key terms

This is step 2 in the research process: DETERMINING KEY TERMS

Just searching for your topic isn't enough—you will want to use key terms to help you locate all the relevant research you will need to develop an interesting presentation or paper.

	Initial Topic	Similar Terms	Broader Terms	Narrower Terms	Related Terms
Example	Soccer	futbol	Sports, athletics, team sports	Chicago Fire, world cup	Football, baseball
Fill-in your topic & keywords					

WHO CAN YOU TRUST? Finding credible sources

This is step 3 in the research process: EVALUATING SOURCES

What is a source?

What are types of sources?

What does it mean to be credible?

What are the five traits of credible sources?

1. _____
2. _____
3. _____
4. _____
5. _____

Fahy's Favorites:

1. Google Scholar and Google Books—sign-in to your google account to use.
2. There are tons of databases here, paid for by CPS: <http://www.cps.edu/Pages/StudentresourcesElementarydatabasesandwebresources.aspx>
Our login/ password for any page that prompts you for either is always 0500.
3. The New York Times
4. Wikipedia—I read the page and use the links at the bottom to find credible sources since Wikipedia alone is not considered to be 100% credible.

DIRECTIONS: *Tex is writing a research paper on the effects of video games on grades. Please read through each of his sources and decide whether they are credible sources.*

1. FROM videohead.com/blog/Jason
Videogames are the blest! Ill show u how I rok!!

Do you think this is a good source? Why or why not? (use each trait to answer the question)

2. An article from the March 2006 *Newsweek* magazine: "Video games improve eye-hand coordination"

Do you think this is a good source? Why or why not? (use each trait to answer the question)

3. An article from the Wikipedia describes the advantages of playing video games.

Do you think this is a good source? Why or why not? (use each trait to answer the question)

Name _____

Class _____

Date _____

Research Methods: The Steps

DIRECTIONS: Please read through the following scenario and LABEL the steps of the research process you see.

RESEARCH SCENARIO #1

Tex watches the NFL draft and becomes upset. He tells his buddy that several teams picked the wrong players. His buddy disagrees and says that Tex's facts are all wrong. Tex gets mad and says he'll prove it. Tex thinks about what information he needs to prove his friend wrong and where he'll get that information. He decides that he needs statistics on how players he thinks are bad performed and decides to look online that afternoon. He visits Uplayazrule.net, and finds lots of statistics, but he asks himself, "How can I trust this website? How do I know that these stats are true?" He looks for an author of the information, but finds none. Then, he goes to the official website of the university where a player goes and gets statistics about his performance. He's pretty sure he can trust those stats because they came straight from the source (the university of the player), rather than some teenager's blog. He scrolls through the site and copies and pastes the important statistics that directly prove his point true (that player really wasn't that good for the NFL draft pick) into an email to his friend. Then, he outlines his email to his friend, making sure to list the stats in logical order. He drafts the complete emails, checks to make sure that he cited the website where he got his source, makes sure it makes sense, and sends it to his friend.

RESEARCH SCENARIO #2

Tex is assigned to write a persuasive essay in English 3. For the past few months, he has become concerned that so many of his peers are playing video games for several hours every day. He's noticed that as the video game playing increases, his friends' grades go down. He decides to use the essay as a way to investigate whether video games actually impact academic performance. First, he brainstorms what information he needs to discover whether this is true. He asks the school librarian and his teacher and comes up with several solid sources. As he combs through several official websites of medical journals and newspapers, he prints out the pages where he's getting the most information that helps his prove her point and highlights the most important quotes on them. He writes these quotes on note cards and keeps track of them in her very organized research-folio. When he has collected enough information, he visually arranged the note cards in the order he wants them in his paper. Then, he begins to draft the essay, making sure to sure to cite the sources of the quotes. When he's done writing it, he first rereads it for major errors. Then, he rewrites certain portions that aren't very clear. Then, he spell-checks the essay and edits it. Afterward, he asks a peer to grade it against the research rubric. He then fixes the mistakes his friend points out. Finally, just because he really wants an "A," he brings it to a teacher to edit. He makes the changes, and prints it out. He turns it in and gets an A+.

DIRECTIONS: Please read through the following scenario and LABEL the steps of the research process you see. In the space below, answer the following questions:

RESEARCH SCENARIO #3

The following is a true story about Ms. Fahy:

Once upon a time, when Ms. Fahy was in seventh grade (at that time, she was not referred to as Ms. Fahy, but we'll call her that anyway to avoid confusion), all of her friends who wore glasses got contacts. Ms. Fahy also wore glasses. And she, too, wanted contacts. However, Ms. Fahy's parents would not let her wear contacts. So Ms. Fahy was sad (and mad). Ms. Fahy begged and pleaded for contacts, but her parents would not budge. After weeks of whining and not winning any arguments, Ms. Fahy said, "If they won't listen to me, maybe they'll listen to the facts!" So she decided to conduct her own investigation into the benefits of wearing contacts and present this to her parents. First, she had to find out what kind of information would win her parents over, and she had to figure out how to get that information. She asked her teachers and friend's parents (who were all very nice) about what the benefits of wearing contacts were and also conducted a survey of all her friends who thought she should get contacts. She even made them sign a petition to her parents to let her have contacts. Then, she began to write a persuasive essay called "Seeing the Light and Looking Good." In the essay, Ms. Fahy was very reasonable and summed up all the information she gathered. She revised it carefully and edited it. Several of her friends read it and helped her make corrections. Finally, she made a beautiful cover for the essay and presented it to her parents in a very professional-looking report cover.

However, her parents were not persuaded, and Ms. Fahy didn't get contacts for another year and a half.

What did Ms. Fahy do wrong? Answer the following questions to figure out how she could have better used the research process and gotten what she wanted.

1. What steps of the research process did Ms. Fahy complete? Label them in the passage.

2. What steps of the research process did Ms. Fahy NOT complete? How did leaving out these steps of the research hurt Ms. Fahy's chances of persuading her parents?

3. What could Ms. Fahy have done differently in order to better persuade her parents to buy her contacts?

Research Notes

WHAT HAVE I DISCOVERED? Taking notes

This is step 4 in the research process: ORGANIZING INFORMATION

When collecting research, you will have to decide how you like to organize your ideas—this decision should be based on what type of information you are collecting and what type of thinker/learner you are. NOTE: In a group, you may decide to share a google doc or other note-taking place and compromise.

What are some options in how to organize your notes?

- 1.
- 2.
- 3.
- 4.
- 5.

Source #
Title of Card (specific topic or idea)
<p>“Take notes from source here - be sure to identify direct quotes with appropriate quotation marks and page number identified in lower right hand corner of card.”</p>
Page number(s)

Source #
<p>Achers, Damon. "Crime on the Rise." <u>Newark Gazette</u>. 5 May 2002. 20 June 2002 <http://www.newarkgazette.com/2002/articles/2002May5.html>.</p>

The two most important things you MUST keep track of are:

- 1.
- 2.

You can take notes as quotations or paraphrasing. What do these options look like? And how do you make this decision?

QUOTING	PARAPHRASING

Name _____

Class _____

Date _____ **DAG Research Methods 2**

DO NOW: Read the given quote and respond in five minutes in your notebook.

RESEARCH WORKSHOP DAY 2 DIRECTIONS:

1. Discuss your note-taking strategy with your group. Record your strategy here.

2. COMPLETE THE DAG BELOW:

In managing all of your information, what are the two most important things to remember?

1.

2.

What does it mean to paraphrase something?

What does it mean to quote something?

Why do authors use quote text instead of a paraphrase?

Why do author paraphrase instead of quote things?

Name _____

Class _____

Date _____ **DAG Research Methods 2**

DO NOW: Read the given quote and respond in five minutes in your notebook.

RESEARCH WORKSHOP DAY 2 DIRECTIONS:

1. Discuss your note-taking strategy with your group. Record your strategy here.

2. COMPLETE THE DAG BELOW:

In managing all of your information, what are the two most important things to remember?

1.

2.

What does it mean to paraphrase something?

What does it mean to quote something?

Why do authors use quote text instead of a paraphrase?

Why do author paraphrase instead of quote things?

Name _____

Class _____

Date _____

Research Methods: Source Citations

A major component of taking organized notes is keeping track of where your information comes from. Practice writing source citations by completing the practice below.

Remember these terms:

Source Citation	the information that tells readers where your research came from
MLA	Modern Language Association
Why it is Important?	1. it gives credit where it is deserved 2. it shows you did your work—appeal to ethos

An effective source citation needs to give the reader all of the information he or she would need to find the book, article, or website where you found the information. Here are a few example citations for your reference:

Citation for a Book:

Format: Author’s last name, author’s first name. Title of book. City of publication: Publisher, Publication year.

Example: McNulty, Anna. A+: How Teaching Made Me Rich and Famous. St. Louis: McMiller Publishing, 2007.

Citation for a Magazine Article:

Format: Author’s last name, author’s first name. “Title of Article.” Magazine name Date of publication: page numbers.

Example: Miller, Rudolph. “Jazz isn’t Just for Dirty Hippies.” Newsweek May 3, 1975: 4-18.

Citation for a Website:

Format: Author’s last name, author’s first name. “Title of page.” Name of website. Online. Date accessed. Web address.

Example: Claus, Santa. “List of Good Boys and Girls.” Santa’s Electronic Workshop. Online. November 22, 2003.

<http://www.santa.org/lists/2003good.html>.

DIRECTIONS: The parts of the following source citations are mixed up, out of order, and have been put together incorrectly. Rewrite them correctly using the examples and notes above.

Book: Haunted. Doubleday Publishers. 2006. Chuck Palahniuk. New York.

Correction: _____

Magazine: 26-29. “How to Go to College – Free!” October 6, 2002. Hannah Arendt. US News and World Report.

Correction: _____

Website: <http://www.wikipedia.com/calico.htm>. April 29, 2006. Author Unknown. “Calico Cats.” Online.

Correction: _____

DIRECTIONS: Below, a messy student who wasn't very well organized took down information from a bunch of sources she wants to use in her paper. Your mission is to make sense of the information and to put together a properly formatted MLA source citation for each of these sources.

1.

I found this really great website with tons of information on the subject of my research paper, Michael Jordan. The site was called "His Airness" and I really liked the "Michael Jordan: A Biography" page. The author was Phil Jackson... he said something about being Jordan's coach...? Anyway. I found it yesterday - March 15th, 2007 - and if I want to go back that page was at <http://www.mj.com/jordan/biograhy.html> .

Source Citation:

2.

My teacher handed me this book that'll really help with my research project. The book was titled, The Human Condition and it was written by Hannah Arendt. The book was published by Schocken Books in 1999... that publishing company is located in New York City.

Source Citation:

3.

I was reading Newsweek magazine at the gym the other day and there was this really interesting article about Barak Obama called "America's New Hope?" I think it was on pages 20-23. It was written by Anna Quindlen and it was in the March 5th edition of the magazine.

Source Citation:

Outline Example

The Introduction (develop ethos)

- In your intro, you're going to lay out the case to get a confused and ill-informed audience to pay attention. You want to draw the reader in, challenge them, and establish your ethos.
- You may want your audience to change their beliefs, sensitize your audience to a position, or agree with a policy or claim

The Narration (develop logos and pathos)

- Here, you provide factual information and background material. You may want to define your topic here and give the parameters of it.
- You may also want to establish why the subject is so important or why it needs addressing.

The Confirmation (develop logos)

- This is the development or the proof that is needed to make your case—the nuts and bolts of the essay. This will have the most specific and concrete details in the essay.

The Refutation (develop logos and ethos)

- This is where you address the opposition/counterargument. Sometimes you want to place it at the end, sometimes you want to place it at the beginning.

The Conclusion

- This is where all the material comes together. This is where you will answer the question “so what?”
- You may want to focus on the last words and ideas.
- The phrase, “I’m not asking you to...I’m asking you to...” is off the table.

Tips for a good conclusion
Have a signpost at the beginning of the conclusion Summarize the main points Don't present new evidence Emphasize fundamental points Make it the same length as the introduction

Ways to organize your speech		
Problem solution	Convince us there's a problem, then make the case for the solution	I. The state of the road in front of the house II. Funding road repairs
Problem-cause-solution	Convince us there's a problem, state what caused the problem, then make the case for the solution	I. The state of the road in front of the house. II. The poor weathering of the road when last repaired III. Funding for proper road repairs
Comparative advantage	Every main point explains why Y is better than X	I. Fixing potholes is temporary, proper repair is permanent II. Fixing potholes creates a smoother surface III. Fixing potholes is less expensive
Monroe's motivated sequence	Explain that the problem exists and that it won't go away on its own, offer solutions for how to solve the problem, illustrate the benefits that the solution provides	I. We don't have a pleasant outdoor place on our campus, and the park near us is overrun with weeds and trash. II. We could all pitch in, share the work, and clean up the park. III. It would be a great place to hang out, play ball, enjoy nature, and barbeque.

Name _____

Class _____

Date _____ **DAG Research Methods 3**

DIRECTIONS: *Answer each question thoughtfully, being as specific as possible.*

What is one thing you learned about your topic?

What part of the "outline" do you anticipate including this information? Why?

Name _____

Class _____

Date _____

Research Paper Rubric

1. Application of skills/techniques taught in class (*quotations/paraphrasing, all previous grammar*)

10	8	5	0
----- -----			
frequent/effective application	occasional/moderately successful application	rare/ineffective application	

2. Argument Specificity (*clarity, specificity of overall argument and examples*)

10	8	5	0
----- -----			
argument is specific and focused; specific examples are used to make argument.	some paragraphs missing specific details; argument is somewhat lacking in focus	Argument unfocused; examples not specific	

3. Complexity (*does the writer have a complex argument/thesis, address the opposition at least once, define the issue and its multiple perspectives in intro paragraph*)

10	8	5	0
----- -----			
consistently demonstrates complexity throughout paper (multiple perspectives explored; issue defined, complex thesis/argument)	makes an attempt to develop complexity but could use some additional development	no attempt to develop complexity	

4. Citations (*minimum five properly cited quotes/paraphrases and Works Cited page*)***

10	8	5	0
----- -----			
properly cites all direct quotations, paraphrases/summaries. Work Cited page properly formatted.	most citations in proper format with some small errors	does not properly cite or doesn't Include Works Cited page.	

5. Overall quality of the writing selection (*organization/structure, phrasing, coherence, flow*)

10	8	5	0
----- -----			
consistently strong	quality varies	generally poor	

_____ / 50 Points

Notes:

***If paper does not include Works Cited page or any attempts to properly cite, teacher will not accept it.*

Name _____

Class _____

Date _____

Research Question Presentation

Presentation

10 Mature/Prepared 5 0 Immature/Not Prepared

Question: Scope/Focus

10 Narrow (not too narrow) 5 0 Broad

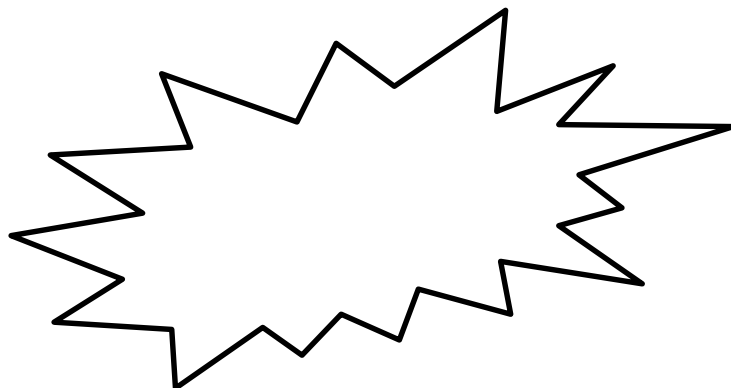
Question: Interest/Challenge

10 Challenging 5 0 Too bland

Question: Grounded

10 Grounded in fact 5 0 Speculative (opinion/belief based)

TOTAL



Name _____

Class _____

Date _____

DO NOW Research Methods Reflection

DIRECTIONS: Choose five of the questions below and answer them honestly.

1. What is one important thing you learned about the world in researching for this essay?
2. What is one important research skill you found helpful for you as a scholar?
3. What is one important research skill you found helpful for you as a human, for real life?
4. Do you think you have managed your time well in working to complete this research essay before the due date?
5. How much time have you spent on your essay outside of class? You can add up all the time together or explain about how much time you spent per day.
6. What question do you have for your instructors?
7. What is most stressful about this assignment?

November 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
<p>16 Finish short stories – some poetry; introduce Slaughterhouse-Five Week 13</p>	<p>17 A</p>	<p>18 B Intro to Kurt Vonnegut- brainstorm approaches to war literature, different rhetorical techniques. Read excerpt from How to Read Like a Professor. Objective: develop sophisticated reading approaches to literature (symbolism, allusion)</p>	<p>19 A Read aloud strategies with Slaughterhouse Five aloud – discuss quote choices for book logs. Homework – response paper on SF due Friday. Objective: develop sophisticated reading approaches to literature (symbolism, allusion)</p>	<p>20 B SKED- Peer share day – and work on works cited pages & critical notes. Objective: learn effective research reporting skills and note taking.</p>	<p>21 A Group work reading SF. Objective: close reading of complex passages, identification of writer's style, symbol, and figurative language.</p>
<p>23 Slaughterhouse-Five Week 14</p>	<p>24 B Workshop response papers. Objective: develop sophisticated reading approaches to literature (symbolism, allusion) Homework – submit 2 interpretive questions for discussion tomorrow.</p>	<p>25 A Discussion on SF. Objective: close reading of complex passages, identification of writer's style, symbol, and figurative language; respectful listening & participation.</p>	<p>26 No Staff No Students</p>	<p>27 Thanksgiving Day</p>	<p>28 No Staff No Students</p>
<p>30</p>					

December 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
30 Slaughterhouse-Five Week 15	1 B Slaughterhouse-Five – close reading of passages. Objective: close, analytical reading, identification of symbols & figurative language.	2 A Slaughterhouse-Five – close reading of passages. Objective: close, analytical reading, identification of symbols & figurative language.	3 B Slaughterhouse-Five – close reading of passages. Objective: close, analytical reading, identification of symbols & figurative language.	4 A SKED- revise proposed solution paper; continue critical notes. Objective: develop revision strategies.	5 B Student generated interpretive questions. Objective: what makes a good analytical question? Annotation & identification of quotes, analysis of characters.
7 Slaughterhouse-Five-finish. Poetry Week 16	8 A Slaughterhouse-5 – discussion. Objective: preparation for in-class writing; develop analytic ability by listening and sharing close reading of text passages.	9 B Slaughterhouse-Five in-class writing. Objective – develop analytical writing skills in timed situation.	10 A Poetry workshop-annotate, analyze. Objective- close analytical reading, annotation, identification of symbols and figurative language	11 B SKED- work on finalizing works cited and outline of research paper. Objective: develop revision strategies, constructive pre-writing. HW - final works cited, outline & proposed solution due 12/18.	12 Interim 2
14 Narrative essay writing- Week 17	15 A Read narrative essays; brainstorm ideas for own. Objective – developing tone and voice, identify own writer's style, understand rhetorical triangle.	16 B Narrative essay workshop in class. Objective: Objective: what makes a good writer; develop passion for writing and purpose; understand imbedded thesis.	17 A Narrative essay workshop in class. Objective: Objective: what makes a good writer; develop passion for writing and purpose; understand imbedded thesis.	18 B SKED- peer review and discussion of works cited, outline, and proposed solution paper (ALL DUE in final draft form!) Objective: reflection on learning, revision process & research	19 Network PD

January 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
<p>18 Week 1 - Slaughterhouse-Five Chapters 5-6</p>	<p>19 MLK Day No Staff No Students</p>	<p>20 A Goal setting; Fate v. free will as theme. Identify a clear central theme in challenging text.</p>	<p>21 B Chapter 5 pages 101-119 in class; fiction's purpose. Infer a central idea from challenging literary narrative.</p>	<p>22 A Chapter 5 pages 119-128 (HW through 135); understand and explain satire in fiction.</p>	<p>23 RCPU</p>
<p>25 Week 2 Slaughterhouse Five Chapters 6-7</p>	<p>26 B Chapter 5 - complete. Chapters 6-7 vocab, summaries. Begin chapter 6. Assimilate new vocabulary and develop skills for incorporating into use; locate important details in passages.</p>	<p>27 A LEXILE TESTING.</p>	<p>28 B Finish chapter 6. Read Chapter 7 summary. Draw logical conclusions from challenging passages.</p>	<p>29 A Capstone- Introduction of outlining and 3rd quarter expectations. Peer review/discussion of outlines/thesis statements.. Objective: synthesize research information into orderly outline; craft argumentative thesis statement to frame paper's purpose.</p>	<p>30 B - NO SENIORS IN BUILDING- mid- year testing</p>

February 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Week 3 S-5 Chapters 8-10</p>	<p>2 A Read chapter 7 in class; complete. HW: read chapter 8 summary. Analyze how choice of specific word or phrase shapes meaning.</p>	<p>3 B Quiz on vocab chapters 6-7; new vocabulary; cover 162-167. Assimilate new vocabulary and develop skills for incorporating into use; demonstrate knowledge of plot and themes on quiz.</p>	<p>4 A review 167-173; cover 173-181. HW- read chapter 9 summary. Consider author's purpose in shaping content - and specifically, in this case - style of writing.</p>	<p>5 B Capstone- Introduction of outlining and 3rd quarter expectations. Peer review/discussion of outlines/thesis statements.. Objective: synthesize research information into orderly outline; craft argumentative thesis statement to frame paper's purpose.</p>	<p>6 A In-class, complete chapter 9. Infer author's purpose from challenging passages and structure.</p>
<p>8 Week 4 - Finish Slaughterhouse-Five</p>	<p>9 B Chapter 10 - complete. Order sequence of events in time-traveling, complex narrative; infer themes and articulate those in writing and orally.</p>	<p>10 A Video review (Crash course); writing, discussion question development; discussion of symbols. Ability to infer symbols in complex literature; ability to develop interpretive questions from complex passages.</p>	<p>11 B Reading comprehension quiz; discussion; in-class writing on text. Ability to articulate understanding of complex narrative through multiple choice questions, discussion, and essay writing.</p>	<p>12 A Capstone- draft introduction and topic sentences. Review extra credit; encourage students to partake. Goals - Ability to craft and revise language, information, style, voice and structure appropriate to purpose; ability to craft introduction and topic sentences with clear, understandable, and accurate language.</p>	<p>13 Senior makeup day</p>

UbD Quarter 3 - Senior Seminar (Tiers 4-6)

Slaughterhouse-Five

End of Year Vision for Students: What should be true for my students on a skill and knowledge level?

1. Students will be empowered to recognize their own power in their lives
2. Students will have the tools so that they can
 - read complex texts and develop the ability and tenacity to do so
 - write, and rewrite, and rewrite - developing ability to edit and revise independently
3. See they are not alone - their problems/issues are same through the millennia and across cultures and socioeconomic status
4. Understand the interconnectedness of the world between people and the subjects we study.
5. As people, they will then become
 - concerned about what is going on in their worlds, starting from their own microcosm to the bigger world.
 - self-learners - They will read, they will search, they will understand the value of educating themselves
 - active in changing their own lives, from themselves, to their family, to their community, to the world
 - caring - because once they understand the interconnectedness, they will care deeply about others, being less judgmental and more
6. These elements are life-changing because
 - they help individuals rise above their life circumstances, and think about the world more globally
 - they can determine responsibility and responsiveness
7. Students will develop the following habits of mind:
 - always eager to gather more information
 - able to and eager to evaluate that information with a critical eye and open mind
 - able to apply learning to their individual circumstance
 - i. providing guidance for their life choices
 - ii. providing comfort in their lives
8. Student will engage with content by
 - struggling with complex reading but not giving up
 - independently coming up with new ways of analyzing or applying the content
 - applying the content to their lives, and in doing so enriching the text and their own lives

CRS/AP Standards	Essential Questions	Essential Understandings	Disciplinary Knowledge	Content	Habits/Strategies	Assessments including writing
<p>(Taken from AP Standards 2013-14)</p> <p>Writing:</p> <p>Essays reveal an understanding of entire passage with a convincing interpretation of the passage</p> <p>Writing & reading:</p> <p>Analysis demonstrates the writer's ability to read with perception and to express ideas with clarity and skill.</p> <p>Reading:</p> <p>Read a text closely (using the close reading annotation strategies as defined by AP Standards).</p> <p>Students read a wide range of print and non-print texts to build an understanding of texts, themselves, and the cultures of the United States</p>	<p>·How do we develop and maintain our identity in a changing world?</p> <p>· How should individuals react to moments of horror? Is there value in remembering those moments, or communicating about them?</p> <p>· What is the role of literature in responding to acts of war?</p> <p>- Does man have control over his life?</p>	<p>- Social structures/situations can profoundly impact individuals who live within that society.</p> <p>- Individuals can rise above their social situations and preserve their identity and integrity.</p> <p>- Art allows man to rise above horror and deal with tragedy.</p>	<p><u>Devices</u></p> <p>Plot Character Theme, motif Irony/Satire Imagery Symbols Author's purpose Allusion Vocabulary</p> <p><u>Genre</u></p> <p>Novel</p> <p>Nonfiction texts</p>	<p><u>Themes</u></p> <p>- fate v. free will -identity in the face of societal forces</p> <p><u>Core Text</u></p> <p><i>Slaughterhouse-Five</i></p> <p>Vonnegut's letter home</p> <p><u>Books of Choice:</u></p> <ol style="list-style-type: none"> 1. <i>One Flew Over the Cuckoo's Nest</i> 2. <i>The Bluest Eye</i> 3. <i>Chicago: City on the Make</i> 4. <i>In Cold Blood</i> 5. <i>God of Small Things</i> 6. <i>Curious Incident of the Dog in the Night-Time</i> <p>Others available:</p> <ol style="list-style-type: none"> 1. <i>The Book Thief</i> 2. <i>Sarah's Key</i> 3. <i>The Year of Magical Thinking</i> 4. <i>The Catcher in the Rye</i> 5. <i>Never Let Me Go</i> 6. <i>Monkey Bridge</i> 7. <i>Song of Solomon</i> 8. <i>Blindness</i> 	<ul style="list-style-type: none"> • Close reading of complex passages • Identification of writer's style • Identification of symbols and figurative language • Use of text-based evidence to support answers during discussion and in writing • Respectful listening and participation • Annotation and identification of quotes • Analysis of characters • Synthesis of complex vocabulary 	<ul style="list-style-type: none"> • Discussions • Submitted interpretive questions • Vocabulary assessments • Multiple choice questions on plot • Short answer questions on plot, theme, and character • In-class writing responses that require use of text and analysis • In class cumulative question (student choice) that requires textual analysis- possible questions include: • Why does Vonnegut blur the line between truth and fiction? • What should man's reaction to be when there is a sense of no control? Does man have free will in the face of forces beyond his/her control? • Why does Vonnegut tell the story in a convoluted, non-linear way?

and the world to acquire new information, to respond to the needs and demands of society and the workplace, and for personal fulfillment.

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.

Senior Seminar
February 4, 2015
Ms. Katz/Ms. Latek

Name: _____ Period: _____

Quiz - Chapters 6 and 7
(33 points + 4 points extra credit)

1. How does Billy die? (2 points)

2. What does the Englishman say about Dresden? Why is this ironic? (6 points)

3. How do the Germans in Dresden react to the Americans' arrival in Dresden? (3 points)

4. Describe the plane crash in which Billy is injured, identifying at least 2 interesting facts. (4 points).
 - a.

 - b.

5. How do the Americans get vitamins and minerals while in Slaughterhouse-Five? (2 points)

6. For 4 points extra credit - choose one of the following questions. (a) explain the symbolism of the spoons and spooning to the book; OR (b) how does Vonnegut's real letter to his parents compare to his novel? List 2 differences or similarities.

Vocabulary - 2 points per question

From the list of the following words, choose the best word to complete each sentence.

NOTE: NOT all words are used, and NO WORD IS USED MORE THAN ONCE.

patronizing	enterprise
capacity	ascertain
rebuke	abominable
travesty	meager
stupor	communal
balmy	ravenous
voluptuous	

1. This weekend, the blizzard conditions and the cold made the weather just _____.
2. I was really frustrated about the snowy weather. Driving conditions were frightening, and the snow put me in a _____ so that I wasn't feeling completely awake.
3. I wanted to continue driving to get to my destination, but I needed to stop at a restaurant because I was _____.
4. But when I went to the rest stop to get some food, I was disappointed by their _____ selection on the menu.
5. Then, to make matters worse, the waiter had a very bad attitude and was _____ to me because I took some time to place my order.
6. And, even more upsetting, the tables at the rest stop required that I sit with others instead of having my privacy. I certainly wasn't in the mood for _____ dining!
7. Fortunately, I have been able to _____ the forecast for next week.
8. The good news is that it will warm up; compared to this past week, I think it will feel positively _____!

Vocabulary Test - 36 points
Vocabulary from *Slaughterhouse-Five*

MATCHING: Match the following words with the proper definition - (1 points per proper match). Put the first two words of the definition next to the word and write down the corresponding letter.

- | | |
|----------------|---|
| 1. distinguish | a. serious, humorless, formal |
| 2. unambiguous | b. opposite of what's expected or meant |
| 3. climax | c. relatively wealthy, successful |
| 4. permeate | d. thrilled, happy |
| 5. solemn | e. disgusting |
| 6. prosperous | f. incapable |
| 7. elated | g. penetrate, spread throughout |
| 8. incompetent | h. clear, subject to only one meaning |
| 9. irony | i. tell the difference |
| 10. vile | j. most intense or important part |

FILL-IN PART 1 From the list of the following words, choose the best word to complete each sentence. **NOTE: NOT all words are used, and NO WORD IS USED MORE THAN ONCE.** (2 points each)

- | | |
|-------------|-------------|
| obliged | reproach |
| devastation | communal |
| contempt | commiserate |
| recuperate | extravagant |
| dismantle | gradual |

I loved watching the Academy Awards last Sunday night. It's such an _____ show, with everyone wearing incredibly expensive designer clothing. But I stayed up really late watching the show, and I didn't have time to _____ before the week began on Monday. Can you _____ with me? Did you also stay up late?

Like the Super Bowl, it's most fun to watch the show with others. It really is a _____ event! Some people don't like the Academy Awards, and they look at me with _____ when I say that I stayed up late to watch the whole show. I don't know why they care; they are not _____ to watch the show if they don't like it.

FILL-IN PART 2 From the list of the following words, choose the best word to complete each sentence. **NOTE: NOT all words are used, and NO WORD IS USED MORE THAN ONCE.** (2 points each)

induce	meager
elated	ravenous
hospitality	avid
capacity	solicitous
ascertain	shrewd
meager	serenity

I really enjoy having people over for meals; I like to think I show them sincere _____ . I'm lucky; my house has the _____ to hold a nice size group. I like my guests to show up almost _____ so that they enjoy my food. While I am an _____ chef, it always helps if my guests are hungry!

Before I invite a group, I like to _____ their food preferences so that I can be _____ toward them in my choice of the menu. My goal is that my guests leave _____, really thrilled with the food and the company.

Slaughter-house Five

Title	Analyzing Chapter 8 in <i>Slaughter-house Five</i>
Objectives/Goals	<ol style="list-style-type: none"> 1. Demonstrate ability analyze key parts of chapters 6 and 7 2. Read chapter 8 in small groups and determine the role of an essential character. 3. Discuss the central character and then defend answer in writing. 4. Determine sub-headings for complex chapter to understand how author grouped ideas in this section of text.
Materials/Environment	<ol style="list-style-type: none"> 1. Student copies of <i>Slaughter-house Five</i> 2. Do Now quiz 3. Exit ticket 4. Audio version for struggling readers
Procedure	<ol style="list-style-type: none"> 1. Students enter room, pick up do now and write down homework. 2. Students complete Do Now quiz on Chapters 6 and 7 (15 min). 3. Review any complicated questions before submission (5 min). 4. Read aloud 173-181 together. While reading, consider this question: <p style="text-align: center;">What do you think is the secret Billy is hiding? It is not explicitly stated in the text. What is the importance of his getting upset? (15 min)</p> 5. Discuss responses to the question upon finishing reading (5 min). 6. Independently, students will complete the following task- what 3-4 “subheadings” would you put at the top of your chapter 8 for annotation purposes? (10 min). 7. In small groups, students will participate in a pair/share/discuss (5 min). 8. Writing Exit Ticket (15 min) <p>HW: Read chapter 9 summary; pages 182-97</p>
Assessment	With evidence from the text and with a strong claim, respond to the following prompt: What do you think is the secret Billy is hiding? It is

	not explicitly stated in the text. What is the importance of his getting upset? Discuss why this is important in the chapter and in the text as a whole.
Differentiation Strategies	<ol style="list-style-type: none">1. Allow students a few minutes to briefly discuss challenging answers.2. Groups are heterogeneously paired so that students of varying abilities can support one another.3. Audio text is available for a few students who need it.4. Page numbers provided to locate evidence for exit ticket for students when necessary.

Slaughterhouse-Five
Discussion Questions
Period 2

What did Vonnegut mean when he said, “everything was beautiful and nothing hurt”?
(page 122)

What is the symbolism or importance of the Cinderella story?

Why do so many readers tend to sympathize with Billy's pilgrimage through the novel and his life? What's in his story that makes us sympathize with him while reading? Or do you not see him as a victim and sympathize, and instead view him as an agent of evil?

Argue for or against the assertion that Billy Pilgrim is quietly insane: that the Tralfamadorians exist only in his mind. But think: isn't the world itself a little mad?

Slaughterhouse-Five
Discussion Questions
Period 3

Do we not have free will - is that what the war shows? (Thanks, Juan)

Is Billy time travelling? Or is he hallucinating or insane? (Thanks, Lisa)

Why does Vonnegut tell his story out of order? (Thanks Stephanie, Lisa) And why does he include time travel and aliens? (Thanks, Jose)

Why do so many readers tend to sympathize with Billy's pilgrimage through the novel and his life? What's in his story that makes us sympathize with him while reading? Or do you not see him as a victim and sympathize, and instead view him as an agent of evil?

Slaughterhouse-Five
Discussion Questions
Period 5

Questions on story structure:

Why does he include time travel and aliens? (Thanks, Antonio, Mindy)

Why does he tell us what will happen before the story starts? (Thanks, Virginia)

Why does the author say, "so it goes" all the time? (Thanks, Oscar)

Why do so many readers tend to sympathize with Billy's pilgrimage through the novel and his life? What's in his story that makes us sympathize with him while reading? Or do you not see him as a victim and sympathize, and instead view him as an agent of evil?

Appendix 2.4.b.1 - 9th-12th Science

Student ID	Assessment Name	Last Name	First Name	Section Name	Percentage	Section Name
44017334	2015 Bio S1 Final	Audiffred	Diego	Bonds	50	Water and Essen
43133721	2015 Bio S1 Final	Becerra	Samira	Bonds	50	Water and Essen
43293915	2015 Bio S1 Final	Brewer	Derrick	Bonds	67	Water and Essen
44083655	2015 Bio S1 Final	Brothers	Kayla	Bonds	50	Water and Essen
42842605	2015 Bio S1 Final	Bufkin	Anaya	Bonds	33	Water and Essen
43525565	2015 Bio S1 Final	Cabrera	Natalie	Bonds	67	Water and Essen
44178699	2015 Bio S1 Final	Camargo	Carlos	Bonds	67	Water and Essen
44177390	2015 Bio S1 Final	Carter	Cheyenne	Bonds	83	Water and Essen
43976842	2015 Bio S1 Final	Cavada	Banesa	Bonds	67	Water and Essen
44085666	2015 Bio S1 Final	Ceja	Jose	Bonds	83	Water and Essen
44037807	2015 Bio S1 Final	Cervantes	Dimarah	Bonds	50	Water and Essen
42920894	2015 Bio S1 Final	Common	Rosie	Bonds	67	Water and Essen
42743151	2015 Bio S1 Final	Coronel	Alyssa	Bonds	67	Water and Essen
42262307	2015 Bio S1 Final	Dillard	Terry	Bonds	33	Water and Essen
44079992	2015 Bio S1 Final	Emery	Quintin	Bonds	17	Water and Essen
43584359	2015 Bio S1 Final	Fabela	Amaya	Bonds	67	Water and Essen
43390341	2015 Bio S1 Final	Garcia	Daniel	Bonds	67	Water and Essen
50103776	2015 Bio S1 Final	Garcia	Ricardo	Bonds	50	Water and Essen
43963562	2015 Bio S1 Final	Garth	Jada	Bonds	50	Water and Essen
44014998	2015 Bio S1 Final	Guzman	Jennifer	Bonds	67	Water and Essen
43231278	2015 Bio S1 Final	Higgs	Alicia	Bonds	83	Water and Essen
43131176	2015 Bio S1 Final	Jiang	Vicki	Bonds	83	Water and Essen
44435160	2015 Bio S1 Final	Li	Shangyun	Bonds	67	Water and Essen
50236456	2015 Bio S1 Final	Mancilla	Ximena	Bonds	83	Water and Essen
43660756	2015 Bio S1 Final	Martinez	Samantha	Bonds	50	Water and Essen
44096056	2015 Bio S1 Final	Menez	Marisol	Bonds	67	Water and Essen
43991450	2015 Bio S1 Final	Murillo	Jorge	Bonds	83	Water and Essen
44126060	2015 Bio S1 Final	Nava	Daniel	Bonds	83	Water and Essen
43892339	2015 Bio S1 Final	Quintana	Jenna	Bonds	83	Water and Essen
44975173	2015 Bio S1 Final	Ramirez	Priscila	Bonds	33	Water and Essen
43972588	2015 Bio S1 Final	Reyes	Carolina	Bonds	17	Water and Essen
43998285	2015 Bio S1 Final	Sanchez	Sebastian	Bonds	67	Water and Essen
44002779	2015 Bio S1 Final	Sandoval	Vanessa	Bonds	83	Water and Essen
44589095	2015 Bio S1 Final	Whetstone	Amber	Bonds	83	Water and Essen
42942618	2015 Bio S1 Final	Wilkerson	Jamelle	Bonds	50	Water and Essen

</body>
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Percentage	Section Name	Percentage	Section Name	Percentage
94	Enzymes	90	Types of Cells	40
69	Enzymes	50	Types of Cells	60
81	Enzymes	80	Types of Cells	70
56	Enzymes	70	Types of Cells	90
50	Enzymes	90	Types of Cells	50
81	Enzymes	70	Types of Cells	80
50	Enzymes	80	Types of Cells	90
88	Enzymes	90	Types of Cells	90
50	Enzymes	50	Types of Cells	40
38	Enzymes	80	Types of Cells	30
44	Enzymes	30	Types of Cells	40
31	Enzymes	50	Types of Cells	40
56	Enzymes	50	Types of Cells	80
19	Enzymes	50	Types of Cells	50
69	Enzymes	50	Types of Cells	30
56	Enzymes	60	Types of Cells	90
69	Enzymes	70	Types of Cells	70
50	Enzymes	60	Types of Cells	30
44	Enzymes	30	Types of Cells	30
38	Enzymes	50	Types of Cells	40
75	Enzymes	70	Types of Cells	80
75	Enzymes	40	Types of Cells	60
75	Enzymes	90	Types of Cells	50
100	Enzymes	80	Types of Cells	80
56	Enzymes	30	Types of Cells	40
31	Enzymes	50	Types of Cells	30
94	Enzymes	100	Types of Cells	80
81	Enzymes	80	Types of Cells	50
56	Enzymes	50	Types of Cells	60
19	Enzymes	60	Types of Cells	40
44	Enzymes	70	Types of Cells	30
88	Enzymes	90	Types of Cells	20
50	Enzymes	70	Types of Cells	40
100	Enzymes	80	Types of Cells	30
31	Enzymes	40	Types of Cells	20

Section Name	Percentage	Section Name	Percentage	Section Name	Percentage	Grade
Cell Organelles S	95	SIN 402	80	EMI		100
Cell Organelles S	73	SIN 402	80	EMI		100
Cell Organelles S	64	SIN 402	80	EMI		100
Cell Organelles S	91	SIN 402	80	EMI		100
Cell Organelles S	59	SIN 402	100	EMI		60
Cell Organelles S	77	SIN 402	80	EMI		100
Cell Organelles S	100	SIN 402	40	EMI		100
Cell Organelles S	100	SIN 402	100	EMI		80
Cell Organelles S	82	SIN 402	40	EMI		80
Cell Organelles S	55	SIN 402	80	EMI		100
Cell Organelles S	18	SIN 402	80	EMI		60
Cell Organelles S	55	SIN 402	20	EMI		0
Cell Organelles S	73	SIN 402	60	EMI		100
Cell Organelles S	14	SIN 402	40	EMI		100
Cell Organelles S	41	SIN 402	40	EMI		20
Cell Organelles S	77	SIN 402	60	EMI		100
Cell Organelles S	86	SIN 402	100	EMI		80
Cell Organelles S	77	SIN 402	80	EMI		80
Cell Organelles S	36	SIN 402	60	EMI		100
Cell Organelles S	50	SIN 402	40	EMI		40
Cell Organelles S	77	SIN 402	80	EMI		100
Cell Organelles S	73	SIN 402	40	EMI		100
Cell Organelles S	73	SIN 402	40	EMI		20
Cell Organelles S	91	SIN 402	80	EMI		100
Cell Organelles S	82	SIN 402	60	EMI		60
Cell Organelles S	59	SIN 402	20	EMI		40
Cell Organelles S	82	SIN 402	60	EMI		100
Cell Organelles S	86	SIN 402	60	EMI		100
Cell Organelles S	77	SIN 402	100	EMI		100
Cell Organelles S	41	SIN 402	60	EMI		60
Cell Organelles S	59	SIN 402	80	EMI		100
Cell Organelles S	50	SIN 402	80	EMI		80
Cell Organelles S	91	SIN 402	80	EMI		100
Cell Organelles S	68	SIN 402	80	EMI		80
Cell Organelles S	23	SIN 402	40	EMI		20

Honors: Unbalanced Forces & Kinematics (Lab Practical)**Name:**

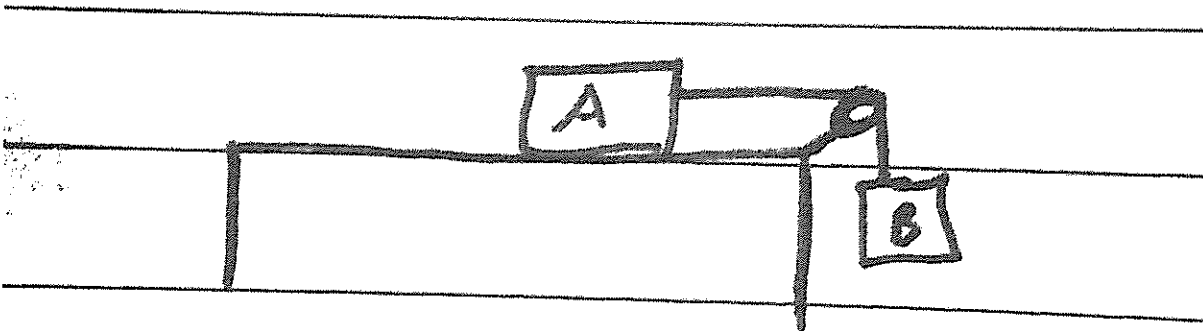
(Please staple all work to this page – This is your cover sheet)

Goal: Today, you will demonstrate your understanding of unbalanced forces and kinematics by solving the following problem.

Background: You have been successful at finding forces in practice problems; today you will put it into real-life practice. In this assessment, you and your partners will have a block, a pulley system, measuring tape, spring scale, timer, and set of masses.

Use the following diagram to accomplish the following objectives with your group:

Object A is the wooden block you receive. Object B represents the masses that will be hanging.



Grading: The following outlines the points for this lab practical.

Part	Name	Score
1	Draw Force Diagram for Block A	/10
2	Draw Force Diagram for Block B	/10
3	Sum of Forces Equations for each	/10
4	Solve for acceleration of each block (multiple trials)	/10
5	Solve for F_k values and μ_k values on Block A	/10
6	Solve for F_s values and μ_s values (max) – Block A	/10
7	Critical Thinking Questions (5 pts each) – Full Sentences	/25
	Total Score	/85

Requirements: To grade your mini assessment, I will look for the following things:

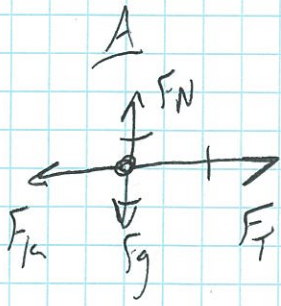
- a detailed drawing of the set-up, with any necessary details clearly labeled
- force diagram(s) as necessary - 3 sig figs
- any/all calculations, components of forces, and sum of forces equations should be *clearly* made and labeled.

Critical Thinking Questions: The following problems need to be solved upon completing the Lab Practical. Make sure to show all work and answer in complete sentences.

1. Assume that a new surface is used for the lab you just performed – on this new surface, Block A moves with a much greater acceleration. Assume the tension force is equivalent, then what must have changed?
2. The coefficient of friction is a constant that relates the normal force between two objects (blocks and table) and the force of friction. Based on your data, which type of coefficient of friction is greatest? Support with evidence.
3. Mr. McDonough wants to hang a sign with his picture on it where object B was located. The mass of his sign is 3.0 kg. Determine a way to make this happen and prove that it works (mathematically) – there are multiple ways this could be done.
4. Assume that the object initially traveled 0.40 m in 5 seconds with a certain F (net force) value and M (mass) value. In the next trial, the object travels 0.40 m in 3 seconds but F remains the same. What was the factor of change for mass? Assume $V_i = 0$ m/s.
5. Let's say that a physicist wants to increase the acceleration of Block A without changing the mass of Block A – how can it be done? Prove this.

LAB PRACTICAL - Answers

1.



2. B



3. $F_k + F_T = F_{net}$

$F_T + F_g = F_{net}$

4.

Block A

$$\left. \begin{array}{l} \Delta x = 1m \\ v_i = 0m/s \\ \Delta t = 2sec \end{array} \right\}$$

$$1m = \frac{1}{2}a(2s)^2 + 0$$

$$2m = a \cdot 4s^2$$

$$a = +0.5m/s^2$$

5. $M_k \cdot F_N + F_T = (0.5kg)(0.5m/s^2)$

$$F_T + (-4.9N) = (0.5kg)(-0.5m/s^2)$$

a) solve $F_T = 4.65N$



b) solve F_k

$$F_k + 4.65N = 0.5N$$

$$F_k = -4.15N$$

c) $(M_k)(9.8N) = 4.15N$

$$M_k = 0.42$$

6. SPRING SCALE

F_N	F_s	$F_s/F_N = M_s$
9.8N	4.9N	0.5
4.9N	2.45N	0.5
0.98N	0.49N	0.5

CRITICAL THINKING QUESTIONS

1) Two answers

- Either F_N (mass) decreased
- μ_k value decreased.

Leads to a greater F_{net}

2) The $\mu_s = 0.50$ static coefficient is the greatest & $\mu_k = 0.42$, therefore the



$$-(\mu_s)(9.8 \frac{N}{kg})(mass) + 29.4N = 0N$$

$$-(0.5)(9.8 \frac{N}{kg})(mass) = -29.4N$$

mass must be 6 kg

4) initial accel

$$\Delta x = \frac{1}{2} a \cdot t^2 + v_i \cdot t$$

$$0.4m = \frac{1}{2} a (2.5s^2)$$

$$a = 0.032 m/s^2$$

new accel

$$0.4m = \frac{1}{2} a (1s^2)$$

$$a = 0.088 m/s^2$$

accel is 2.8x greater

$$\underline{1}F = (0.36m) \cdot (2.8a)$$

mass is 2.8x smaller
(or 0.36x bigger)

5) $\downarrow \mu_k$ value

- decrease F_N (by lifting object)

- tilt table downwards (F_{gx} goes "+" leading to $\uparrow F_{net}$)

Honors Unit 6: Projectile Motion Unit Overview

Name: _____

DATE	PACKET INFO	TOPIC	HOMEWORK	QUIZ/TEST	NOTES/ CHANGES
Mon - 3/9	6.1	Intro to Projectile Motion (Lab)	6.1 Reading	None	
Weds - 3/11	6.2A	Independent Force and Motion: X & Y	6.2A	None	
Fri - 3/13	Air Resistance	Air Resistance Lab	Lab Analysis Questions	None	
Tues - 3/17	6.2B	Independent Force and Motion: X & Y	6.2B	Quiz #1	
Thurs - 3/19	6.3A	Photogate Labs	6.3A	Maybe....	
Mon - 3/23	6.3B	Photogate Labs	LAB REPORT	Quiz #2	
Weds - 3/25	6.4A	Complex Launches	6.4A	None	
Fri - 3/27	6.4B	Complex Launches	6.4B	None	
Tues - 3/31	6.5A	Predicting 2-Dimensional Motion	6.5A/ STUDY GUIDE	Quiz #3	
SPRING BREAK / ROBOTICS COMPETITION!					
Mon- 4/13/15	6.5B	AP Problem/ PHET Simulator/ Predictions	STUDY GUIDE	Maybe....	
Weds - 4/15/15	Lab Practical	LAB PRACTICAL + CRITICAL THINKING QUESTIONS	LAB PRACTICAL/ STUDY GUIDE	None	
Fri - 4/17/15 (Extended Day)	UNIT 6 TEST	UNIT 6 TEST	ENERGY READING	UNIT 6	

Day	Date	Reading	HW
1	8/25/2014	Overview/Quiz Nomen, Density, Sig F	Ch.1
2	8/26/2014	Classifying Matter, Sep Techniques	Ch.2
3	8/27/2014	Periodic Table, Atom	Ch.2
4	8/28/2014	Measurement lab	Ch.3
8/29/2014 EPAS			
9/1/2014 Labor Day			
5	9/2/2014	Atomic Mass Moles	Ch.3
6	9/3/2014	Empirical & Molecular forms, % comp	Ch. 3
7	9/4/2014	Percent Yield, Limiting Reagent calcs	Ch.3
8	9/5/2014	Quiz 1.1	
9	9/8/2014	Chemical & Physical Changes Lab Day 1, Measurement lab due	
10	9/9/2014	Group Review	
11	9/10/2014	Unit 1 Exam	
12	9/11/2014	Seperations Lab, Changes Lab Due	
13	9/12/2014	Water, Nature of Aq, Strong and Wea	Ch.4
14	9/15/2014	Composition Solutions, Molarity, Dilu	Ch.4
15	9/16/2014	Bullet Lab	
16	9/17/2014	Soln Rxns	
17	9/18/2014	Types of Rxns, ppt rxn, Net ionic, bull	Ch.4
18	9/19/2014	Quiz 2.1	
19	9/22/2014	titration demos, H2SO4 part 1	Ch.4
20	9/23/2014	Concentration of H2SO4 Method 2	
21	9/24/2014	Method 2, Fast Math Practice, review quiz	
22	9/25/2014		
23	9/26/2014	Quiz 2.2	
24	9/29/2014	Redox reactions, bal, weigh results	
25	9/30/2014	Redox prediction, practice time	Ch.5
26	10/1/2014	Group Quiz and Review	Ch.5
27	10/2/2014	Unit 2 Exam	Ch.5
28	10/3/2014	Pressure, Gas Laws, Daltons	

- 29 10/6/2014 Gas Stoich
30 10/7/2014 KMT
31 10/8/2014 Grahams Law, Van Der Waals
32 10/9/2014 Molar Mass Lab + Airbag Lab PreLab
33 10/10/2014 Run Airbag Lab + Review
- 34 10/13/2014 **Unit 3 Quest**
35 10/14/2014 Mechanism, calibration lab online probs
36 10/15/2014 Reaction Rate Lab
37 10/16/2014 Method of Initial Rates
10/17/2014 Interim
- 38 10/20/2014 Integrated Rate Law (Quiz?)
39 10/21/2014 Integrated Rate Law Calculator
40 10/22/2014 Crystal Violet Labs
41 10/23/2014 Catalyst and Activation Energy
10/24/2014 NBSD
- 42 10/27/2014 **Unit 4 Test** Ch.13
43 10/28/2014 Equilibrium Constants
44 10/29/2014 RICE Tables
45 10/30/2014 Le Chatlier and Q
46 10/31/2014 Group Quiz 5.1
- 47 11/3/2014 Kc Lab
48 11/4/2014 Althought
49 11/5/2014 Le Chatliers lab
50 11/6/2014 **Unit 5 Test** Ch. 14
51 11/7/2014 **RCPU**
- 52 11/10/2014 Acid Base, Scale, pH of Strong
11/11/2014 Veterans Day
53 11/12/2014 pH of weak Acids & Bases
54 11/13/2014 Hydrolysis

- 55 11/14/2014 Quiz 6.1
- 56 11/17/2014 Polyprotic Acids/Structure
- 57 11/18/2014 Ka of a Weak Acid Lab
- 58 11/19/2014 Group Quiz/ICP
- 59 11/20/2014 **Unit 6 Test** Make Easier
- 60 11/21/2014 Buffers, Henderson Hasselbach
- 61 11/24/2014 Invaders!!!!, pH Change
- 62 11/25/2014 Titrations
- 11/26/2014 Thanksgiving
- 11/27/2014 Thanksgiving
- 11/28/2014 Thanksgiving
- 63 12/1/2014 Indicators, Ksp, Buffer Brief
- 64 12/2/2014 Buffers Inquiry Day 1, Design
- 65 12/3/2014 Buffers Day 2, Creation and Test
- 66 12/4/2014 Group Quiz and Go over
- 67 12/5/2014 Review
- 68 12/8/2014 **Ksp Lab**
- 69 12/9/2014 Unit 7 Test
- 70 12/10/2014 1st Law of Thermochem, Energy Stuff
- 71 12/11/2014 Enthalpy and Coffee Cup Calorimetry
- 12/12/2014 Interim
- Heat of Soln online stuff over weekend
- 72 12/15/2014 State Functions, Enthalpy of form
- 73 12/16/2014 Hess Law
- 74 12/17/2014 Design a handwarmer
- 75 12/18/2014 Hand warmer day 2
- 12/19/2014 NBSD Quiz via OWL
- Winter Break
- 76 1/5/2015 Review
- 77 1/6/2015 **Review**
- 78 1/7/2015 Review

- 79 1/8/2015 **Review**
- 80 1/9/2015 Review
-
- 81 1/12/2015 Review
 1/13/2015 EXAMS Full Length Practice Exam!
 1/14/2015 EXAMS
 1/15/2015 EXAMS
 1/16/2015 EXAMS
-
- 1/19/2015 MLK
- 82 1/20/2015 Review Exam/S2 Overview
- 83 1/21/2015 Entropy
- 84 1/22/2015 Gibbs Free/Equilibrium
- 1/23/2015 RCPU
-
- 85 1/26/2015 Free Energy & Equilibrium
- 86 1/27/2015 Free Energy/ Chem Rxns Owl Due
- 87 1/28/2015 Group Quiz? OWLdue (maybe a lab?)
- 88 1/29/2015 **Unit 9 Thermodynamics**
- 89 1/30/2015 Redox Balancing
-
- 90 2/2/2015
- 91 2/3/2015 EMF/Voltaic Cells
- 92 2/4/2015 Nerst Equation, Free Energy calcs
- 93 2/5/2015 Electrolysis/Faraday OWL Due
- 94 2/6/2015 Eduweblabs Voltaic Cells
-
- 95 2/9/2015 Review
- 96 2/10/2015 Unit 10 Test
- 97 2/11/2015 Electromagnetic radiation & Bohr Model
- 98 2/12/2015 Electrons and quantum theory
- 2/13/2015 Quiz/Review
-
- 2/16/2015 Presidents Day
- 99 2/17/2015 Trends

- 100 2/18/2015 Complex Ions
101 2/19/2015 PES POGIL
102 2/20/2015 Review
- 103 2/23/2015 Unit 11 Test Structure
104 2/24/2015 Ionic Bonding/Lattice Energy
105 2/25/2015 Covalent, dipoles, bond enthalpy
106 2/26/2015 Lewis Dot/Exceptions
2/27/2015 Interim
- 107 3/2/2015 Resonance/Formal Charge
108 3/3/2015 **ACT Testing**
109 3/4/2015 VSPER
110 3/5/2015 Hybridization
3/6/2015 NBSD
- 111 3/9/2015 MOT
112 3/10/2015 Review
113 3/11/2015 Unit 12 Test
114 3/12/2015 IMF
115 3/13/2015 Liquids/Solids IMF/Bonding POGIL
- 116 3/16/2015 Ionic Bond/Metallic POGIL
117 3/17/2015 Vapor Pressure
118 3/18/2015 Solution formation/factors affecting solubility
119 3/19/2015 Heat of Vap lab
120 3/20/2015 Colligative props
- 121 3/23/2015 Review
122 3/24/2015 Unit 13 Test
123 3/25/2015 Review Begins
124 3/26/2015
125 3/27/2015

126 3/30/2015

127 3/31/2015

128 4/1/2015

4/2/2015 RCPU

Full AP Test 2

4/3/2015 Staff Devo

4/6/2015 Spring

4/7/2015 Spring

easy units (3)

4/8/2015 Spring

4/9/2015 Spring

4/10/2015 Spring

129 4/13/2015

130 4/14/2015

131 4/15/2015

132 4/16/2015

133 4/17/2015

134 4/20/2015

135 4/21/2015

136 4/22/2015

137 4/23/2015

138 4/24/2015

139 4/27/2015

140 4/28/2015

141 4/29/2015

142 4/30/2015

143 5/1/2015

5/4/2015 AP Exam

*expect to lose 3 days

AP Chemistry – Reactions in Solutions

Unit 2

Friday Sept 12	Water, Nature of Aq. Solns., Strong & Weak Electrolytes	Reading: pp. 139-145 preclass, pp.145-153 HW: 2-A
Monday Sept 15	Composition of Solutions, Molarity, & Dilution Work on Bullet Lab Dilutions Due: Separations Lab	Reading: Bullet Lab HW: 2-B
Tuesday Sept 16	Bullet Lab!	Reading: pp.154-160 HW: 1-C & Pre-Lab APMC Chapter 2 Due Sept.10
Wednesday Sept 17	Types of Chemical Rxns, Ppt rxns, Net Ionic Reactions	Reading: pp. 160-170 HW: 2-C
Thursday Sept 18	Stoich. of ppt rxns, Acid/Base rxns	Reading: Study/OWL HW: 2-D, OWL due by 11pm
Friday Sept 19	Quiz 2-1	Reading: Read Lab HW: Finish Bullet Lab, PreLab for Titration Lab Part 1
Monday Sept 22	Titration Demo Concentration of H ₂ SO ₄ Method 1: Trial 1 Due: Bullet Lab	Reading: Lab HW: PreLab Titration Lab Part 2
Tuesday Sept 23	Concentration of H ₂ SO ₄ Method 1: Trial 2 & Method 2	Reading: pp.170-177 HW: Start Post Lab
Wednesday Sept 24	Weigh Results (if not done) Redox rxns, Bal Redox	Reading: HW: 2-E Problem Set 1.1 due by 11pm
Thursday Sept 25	Types of Redox with Product Prediction Complex Ions (not on THIS test)	Reading: Study/OWL HW: 2-F, OWL due by 11pm
Friday Sept 26	Quiz 2.2	Reading: Lab HW: PreLab
Monday Sept 29	Bleach Lab	Reading: Study HW: APMC Ch.4 Due Tomorrow
Tuesday Sept 30	Group Quiz/Review	Reading: Study HW: Study
Wednesday Oct 1	Unit 2 Exam	Reading: HW:

Course Big Idea:	Application of general chemistry within biological science with the use of scientific inquiry and reasoning.		
Units	Unit 1: Atomic Structure and Nuclear Reactions/ 4 Weeks	Unit 2: Physical Properties of Atoms/ 2 Weeks	Unit 3: Characteristics of Ionic, Covalent, and Organic Compounds/ 5 Weeks
Metrics of Success:	Formal: Mastery Quizzes (80% and above), Lab Report (based on rubric), and Unit 1 exam (based on standards based grading) Informal: Daily Reactants ("Do Now"), Daily Products (Exit Tickets), Problem Set (graded accuracy on specific problems), Check For Understanding, Weekly Participation GPA Goal: 3.0	Formal: Mastery Quizzes (80% and above), Lab Report (based on rubric), and Unit 2 exam (based on standards based grading) Informal: Daily Reactants ("Do Now"), Daily Products (Exit Tickets), Problem Set (graded accuracy on specific problems), Check For Understanding, Weekly Participation	Formal: Mastery Quizzes (80% and above), Lab Report (based on rubric), and Unit 3 exam (based on standards based grading) Informal: Daily Reactants ("Do Now"), Daily Products (Exit Tickets), Problem Set (graded accuracy on specific problems), Check For Understanding, Weekly Participation
Final Exam/ Final Performance Task Description	Students will complete a case study that will require them to apply knowledge of the atoms structure as well as the properties and characteristics of nuclear chemistry to nuclear medicine.	Students will need to identify a series of atoms based on their physical and chemical properties.	Students will need to complete a project that will require them to distinguish between the different types of compounds (i.e. research a pharmaceutical drug or natural compound)
Big Ideas	How radioactivity impacts living systems; the composition of the nucleus	Characteristics and properties based on an atomic structure and valence electrons	Interactions within a compound determine its bonding and reactivity
Major Takeaways from Assessments	Analysis of 2013-2014 ACT Data -Highest science ACT in the network and growth -Lowest sextile grew a lot over all, but not junior year -Students struggle with experimental design Approaches to act on -spend a lot of time with analytical skills, collecting data, explaining how to use equipment (very basic) -push their deeper understanding so that they are further understand the concepts -our mantra needs to be that this course will help prepare students for those first few science courses in college, so they won't be weeded out -implementing skills that go with writing lab reports		
Enduring Understandings	Understanding the basic components and properties of the atom explains the effects it has in the real-world. The atom has attractive forces within, but understanding the nuclear force that keeps the nucleus stable explains stability and instability (seen in radioactivity). Nuclear medicine is an important type of medicine often overlooked that explains treatments and diagnosis for radioactive isotope that may cause harm to humans or living systems.	Orbitals are the driving force as to why atoms are able to interact with one and other. The orbitals explain the probability of an electrons location, which dictates bonding (as we will see in a later unit). Understanding the properties due to the electrons also explain reactivity. Knowing the general properties can benefit the reasoning of "how" things in the world around us happen.	Bonding is the most critical topic within chemistry since it pertains to how atoms interact to form molecules. The way atoms bond are dependent on their subcomponents because of this they have different characteristics in our world. Specifically, organic molecules make up our body and biological systems and are the most abundant compounds in our world. Therefore, knowing how to distinguish between various compounds will allow for the greater understanding (molecularly) or chemistry.
Essential Questions	Why do the protons bring in the electrons within an atom if they are oppositely charged? What properties of an atom explain its radioactivity? What are the positive and negative effects of nuclear isotopes?	Why are electrons not arranged like depicted in the Bohr model? How does the reactivity of electrons change based on their orbitals? Why are electron configurations used? What is their purpose?	What determines the characteristics of organic, covalent, and ionic compounds? How to organic compounds relate to our everyday living systems? Why does polarity and arrangement of atoms effect the reactivity of compounds?
Assessments (Form & Frequency) If/how will these assessments be different for students with IEPs?	8.29: Mastery Quiz: Subatomic Particles Properties and Atomic Structure 9.5: Mastery Quiz: Ions, Isotopes, and Atomic Mass 9.12: Mastery Quiz: Nuclear Reactions, Half-Life Decay 9.19: Unit 1 Test: Atomic Structure and Nuclear Reactions For students with IEPs, there will be modifications on the exams and the quizzes. Modifications, depending on the student's IEP may include less answer choices (for multiple choice questions), oral explanation (short answer questions), and accommodations such as formula chart for calculations. Problem sets will be modified with the help of the learning specialist based on the needs of the students.	9.26: Mastery Quiz: Electron configurations and orbitals 10.3: Mastery Quiz/Mini Unit 2 Exam: Valence electrons, properties, and periodicity For students with IEPs, there will be modifications on the exams and the quizzes. Modifications, depending on the student's IEP may include less answer choices (for multiple choice questions), oral explanation (short answer questions), and accommodations such as formula chart for calculations. Problem sets will be modified with the help of the learning specialist based on the needs of the students.	10.10: Mastery Quiz: Naming, writing, and generating formulae for ionic compounds (including polyatomics) and covalent compounds 10.17: Mastery Quiz: Generating covalent compounds and justifying their polarity with the use of molecular geometry 10.24: Mastery Quiz: Naming and generating structures for organic molecules 10.31: Mastery Quiz: Applying characteristics of organic molecules (hybridization, formal charge, resonance, and organic groups) 11.7: Unit 3 Exam: Characteristics of Ionic, Covalent, and Organic molecules For students with IEPs, there will be modifications on the exams and the quizzes. Modifications, depending on the student's IEP may include less answer choices (for multiple choice questions), oral explanation (short answer questions), and accommodations such as formula chart for calculations. Problem sets will be modified with the help of the learning specialist based on the needs of the students.

<p>New Objectives</p>	<p>1.1 Analyze the structures of atoms, isotopes, and ions. a. SWBAT identify the number of subatomic particles (protons, neutrons, electrons) within a species from both the periodic table and A/Z notation. b. SWBAT describe the relative locations and masses of subatomic particles. c. SWBAT qualitatively explain the forces (electrostatic and nuclear) between the subatomic particles within an atom. d. SWBAT classify a species as an ion, isotope, or atom. e. SWBAT calculate the average atomic mass of an element from mass and abundance of specific isotopes. 1.2 Explain the process of radioactive decay by the use of nuclear equations and half-life. a. SWBAT understand the characteristics of alpha, beta, and gamma radiation. b. SWBAT predict outcomes of nuclear reactions. c. SWBAT understand the implications of nuclear reactions for human life and scientific study. d. SWBAT compute half-life decay using knowledge of nuclear reactions</p>	<p>2.1 Analyze an atom in terms of the location of electrons. a. SWBAT describe the shapes of the s, p, and d orbitals. b. SWBAT differentiate between s, p, d blocks and energy levels on the periodic table. c. SWBAT apply knowledge of s, p, d blocks to write electron configurations. Identify an element based on a given electron configuration. d. SWBAT determine the number of valence electrons based on electron configurations. 2.2 Understand the physical and chemical properties of atoms based on their position in the Periodic Table. a. SWBAT classify the components of the periodic table using valences. b. SWBAT infer the physical properties of an element based on its position on the periodic table. c. SWBAT apply knowledge of an element's valence electrons to explain periodic trends (atomic radii, electronegativity, and ionization energy)</p>	<p>3.1 Understand the bonding that occurs in binary compounds a. SWBAT identify whether two elements will form an ionic or a covalent bond. b. SWBAT use knowledge of valence electrons of elements to generate formulae of ionic compounds. c. SWBAT apply Valence Shell Electron Pair Repulsion (VSEPR) Theory to draw and describe shape of covalent compounds and ions. 3.2. Understand the bonding that occurs in simple organic compounds. a. SWBAT draw structures of organic molecules containing 10 or fewer carbons. b. SWBAT determine the formal charge of an atom within an organic compound. c. SWBAT identify sigma and pi bonds within an organic compound. d. SWBAT identify the functional groups within organic compounds. e. SWBAT draw resonance structures for simple systems with delocalized electrons. f. SWBAT identify molecular geometry, bond angles, and hybridization (sp, sp², and sp³ hybridization) in organic molecules. 3.3 Compare the properties of ionic and covalent bonds. a. SWBAT rationalize polarity of ionic and covalent bonds based upon atom electronegativity. b. SWBAT understand that together bond polarity and molecular geometry influence whether a molecule is polar or nonpolar. c. SWBAT apply knowledge of polarity to defend a claim about a real-world observation. 3.4 Interpret the name and formula of compounds using IUPAC convention. a. SWBAT name binary ionic and covalent compounds using IUPAC rules. b. SWBAT write formulas for binary ionic compounds given a name. c. SWBAT name compounds containing polyatomic ions (nitrate, sulfate, carbonate, acetate, ammonium, phosphate) using IUPAC rules. d. SWBAT write formulas compounds containing polyatomic ions (nitrate, sulfate, carbonate, acetate, ammonium, phosphate) given a name. e. SWBAT name simple organic compounds using IUPAC rules</p>
<p>Reteaching Objectives & Format (ie: Spiraling, Small Group instruction, Whole Group)</p>	<p>Reteaching of objectives will occur based on the mastery during quizzes and problem sets. If mastery is below 70% then there will be a mini lesson (whole group instruction) the(10 minutes) given on the following Monday of the mastery quiz that will address the misconceptions. However, if the mastery is above 70%, but below 80% then there will be review questions spiraled into the Reactant and small group instruction will occur. The objectives will then be reassessed during the next mastery quiz.</p>	<p>Reteaching of objectives will occur based on the mastery during quizzes and problem sets. If mastery is below 70% then there will be a mini lesson (whole group instruction) the(10 minutes) given on the following Monday of the mastery quiz that will address the misconceptions. However, if the mastery is above 70%, but below 80% then there will be review questions spiraled into the Reactant and small group instruction will occur. The objectives will then be reassessed during the next mastery quiz.</p>	<p>Reteaching of objectives will occur based on the mastery during quizzes and problem sets. If mastery is below 70% then there will be a mini lesson (whole group instruction) the(10 minutes) given on the following Monday of the mastery quiz that will address the misconceptions. However, if the mastery is above 70%, but below 80% then there will be review questions spiraled into the Reactant and small group instruction will occur. The objectives will then be reassessed during the next mastery quiz.</p>

Composition of Chemical Compounds/ 5 Weeks			Unit 5: Qualitative and Quantitative Implications of Solutions/ 2 Weeks		
Formal: Mastery Quizzes (80% and above), Lab Report (based on rubric), and Unit 4 exam (based on standards based grading) Informal: Daily Reactants ("Do Now"), Daily Products (Exit Tickets), Problem Set (graded accuracy on specific problems), Check For Understanding, Weekly Participation	Formal: Mastery Quizzes (80% and above), Lab Report (based on rubric), and Unit 4 exam (based on standards based grading) Informal: Daily Reactants ("Do Now"), Daily Products (Exit Tickets), Problem Set (graded accuracy on specific problems), Check For Understanding, Weekly Participation	Formal: Mastery Quizzes (80% and above), Lab Report (based on rubric), and Unit 7 exam (based on standards based grading) Informal: Daily Reactants ("Do Now"), Daily Products (Exit Tickets), Problem Set (graded accuracy on specific problems), Check For Understanding, Weekly Participation			
Students will be able to apply their skills and knowledge of intermolecular forces through proposing a plan to conduct an investigation that would infer the strength of bulk substances based on their structure on the molecular level.	Students will be able to perform a college-level lab that requires them to calculate the percent yield, limiting reactant, empirical, and molecular formula of an unknown compound.	Students will be able to predict a solution and complete a lab that requires application of solutions and solubility rules (Unknown Cation Lab).			
Effects that interactions within molecules (intramolecular) and between particles (intermolecular) have on the properties of matter	Stoichiometry is how we quantitatively predict and evaluate the outcome in a chemical reaction	Solution chemistry is one of the most prominent classifications of reactions that explain reactions we interact with daily			
Forces are a topic that are not just relevant to physics, but they are important within and between chemical compounds. The matter around us such as solid, liquids, and gases are all determined by the forces between and within them. Additionally, understanding how this applies to the fats and structures of compounds within our body or in foods is essential to our understanding as healthy individuals. Applying this knowledge to density calculations will help in understanding saturated, unsaturated fats, and biological systems.	Matter is all around us and understanding its conservation helps explain chemical reactions, such as why they do or not go to completion. Stoichiometry allows for us to predict the outcome of chemical reactions, which is essential to the reaction of medicines and other chemicals in our society. The application of stoichiometry is important and related to medical fields, bioengineering, and forensic science.	Solutions are the main components in chemical reactions. Understanding the molarity/concentration and how to dilute such solutions is important in chemical reactions as well as the real world. Oral medications, liquids consumed, and chemical solutions are all around us and interact within our world. It is necessary that we understand the benefits and problems that arise around oral medication and intravenous medication that medical personnel place within our bodies. The effects that such medicines have as well as other solutions that interact with our body is one of the greatest benefits to understanding solution chemistry.			
What are the main differences (structurally) between hydrogen bonds, dipole-dipole bonds, and London dispersion forces (van der Waals)? How do the different types of bonds/forces apply to the structures of matter, boiling point, melting point, and density? Why is there a percent change in volume for the different structures of bonding?	What is the purpose of a mole? How can you determine the formula of an unknown compound? Why is it important to be able to calculate the percent yield of a reaction?	What is the purpose of intravenous medication? What does this mean in terms of lethal dose (LD50)? Why do different reactants produce solids when others do not? How is it possible to separate solutions based on the properties of the cations within? What are the real-world implications of solutions?			
11.14: Mastery Quiz: Identifying, analyzing, and rationalizing the different types of intermolecular and intramolecular forces 11.21: Mastery Quiz: Calculating the density and percent volumes of different states of matter 11.25: Unit 4 Exam Project: Students will apply their skills and knowledge of intermolecular forces through proposing a plan to conduct an investigation that would infer the strength of bulk substances based on their structure on the molecular level. For students with IEPs, there will be modifications on the exams and the quizzes. Modifications, depending on the student's IEP may include less answer choices (for multiple choice questions), oral explanation (short answer questions), and accommodations such as formula chart for calculations. Problem sets will be modified with the help of the learning specialist based on the needs of the students.	12.5: Mastery Quiz: Law of conservation of mass, mole, molar mass, and molar conversions 12.12: Mastery Quiz: Percent composition, molecular formula, empirical formula 12.19: Mastery Quiz: Chemical reactions, balancing, and simple stoichiometric calculations/conversions 1.9: Mastery Quiz: Limiting reactant, theoretical yield, and percent yield 1.16: Unit 5 Exam Lab: Calculating the percent yield, molecular formula, and empirical formula of an unknown chemical compound For students with IEPs, there will be modifications on the exams and the quizzes. Modifications, depending on the student's IEP may include less answer choices (for multiple choice questions), oral explanation (short answer questions), and accommodations such as formula chart for calculations. Problem sets will be modified with the help of the learning specialist based on the needs of the students.	2.6: Mastery Quiz: Identifying the parts of a solution and application of solubility rules 2.12: Mastery Quiz: Application of Solubility rules (net ionic equations), molarity, and dilution calculations 2.20: Mastery Quiz/Mini Unit 7 Exam: Ions in solutions, qualitative, and quantitative implications of solutions For students with IEPs, there will be modifications on the exams and the quizzes. Modifications, depending on the student's IEP may include less answer choices (for multiple choice questions), oral explanation (short answer questions), and accommodations such as formula chart for calculations. Problem sets will be modified with the help of the learning specialist based on the needs of the students.			

<p>4.1 Understand how molecular-scale factors influence the bulk properties of matter.</p> <p>a. SWBAT identify the types and relative strengths of intermolecular forces such as hydrogen bonding, dipole-dipole, London dispersion/van der Waals.</p> <p>b. SWBAT rationalize trends in boiling point and melting point using intermolecular forces</p> <p>c. SWBAT analyze the differences between types of fats using molecular structure</p> <p>d. SWBAT calculate the density, mass, or volume of solids, liquids, and gases</p> <p>e. SWBAT justify the density of different compounds given their molecular structure</p> <p>f. SWBAT calculate the percent change in volume based on a specific phase change</p>	<p>4.1 Analyze the law of conservation of matter and how it applies to various types of chemical equations.</p> <p>a. SWBAT understand that the mole is the link between the atomic and macroscopic world.</p> <p>b. SWBAT calculate the molar mass of a substance given its chemical formula.</p> <p>c. SWBAT convert between mass, quantity of substance (moles), and number of particles (N) using molar masses and Avogadro's number.</p> <p>4.2 Analyze the stoichiometric relationships inherent in a chemical reaction.</p> <p>a. SWBAT differentiate the parts of a chemical reaction including: products, reactants, states of matter, coefficients, and subscripts.</p> <p>b. SWBAT balance chemical reactions using molar coefficients.</p> <p>c. SWBAT use the molar ratios of a balanced reaction to calculate information (such as moles, mass, particles) about one substance given information about another substance.</p> <p>d. SWBAT calculate the theoretical and percent yield of a reaction.</p> <p>e. SWBAT identify the limiting reagent in a reaction.</p> <p>4.3 SWBAT analyze quantitatively the composition of a substance (empirical, molecular formula, and percent composition).</p> <p>a. SWBAT determine the percent composition, by mass, of a given compound.</p> <p>b. SWBAT determine the empirical formula given the percent composition of a substance or experimental data.</p> <p>c. SWBAT determine the molecular formula given a molar mass and empirical formula.</p>	<p>6.1 Qualitatively describe solutions and the solution process.</p> <p>a. SWBAT identify the components of a solution: solvent, solute.</p> <p>b. SWBAT apply solubility rules to generate particulate models of solutions.</p> <p>c. SWBAT apply solubility rules to generate net ionic equations for double displacement reactions.</p> <p>6.2 Infer the quantitative nature of solutions (molarity, dilution, precipitation).</p> <p>a. SWBAT calculate the concentration (molarity) of solutions given mass, volume, or moles.</p> <p>b. SWBAT calculate the molarity of a solution given the mass of solute and volume of solution.</p> <p>c. SWBAT determine the steps needed to dilute a given solution to a new volume and concentration.</p> <p>d. SWBAT determine the concentrations of all free ions in a solution given the concentration of a solute.</p>
<p>Reteaching of objectives will occur based on the mastery during quizzes and problem sets. If mastery is below 70% then there will be a mini lesson (whole group instruction) the(10 minutes) given on the following Monday of the mastery quiz that will address the misconceptions. However, if the mastery is above 70%, but below 80% then there will be review questions spiraled into the Reactant and small group instruction will occur. The objectives will then be reassessed during the next mastery quiz.</p>	<p>Reteaching of objectives will occur based on the mastery during quizzes and problem sets. If mastery is below 70% then there will be a mini lesson (whole group instruction) the(10 minutes) given on the following Monday of the mastery quiz that will address the misconceptions. However, if the mastery is above 70%, but below 80% then there will be review questions spiraled into the Reactant and small group instruction will occur. The objectives will then be reassessed during the next mastery quiz.</p>	<p>Reteaching of objectives will occur based on the mastery during quizzes and problem sets. If mastery is below 70% then there will be a mini lesson (whole group instruction) the(10 minutes) given on the following Monday of the mastery quiz that will address the misconceptions. However, if the mastery is above 70%, but below 80% then there will be review questions spiraled into the Reactant and small group instruction will occur. The objectives will then be reassessed during the next mastery quiz.</p>

Unit 6: Chemical Reactions and their Energy Transfers/ 3 Weeks		
	Weeks	2.5 Weeks
Formal: Mastery Quizzes (80% and above), Lab Report (based on rubric), and Unit 9 exam (based on standards based grading). Informal: Daily Reactants ("Do Now"), Daily Products (Exit Tickets), Problem Set (graded accuracy on specific problems), Check For Understanding, Weekly Participation	Formal: Mastery Quizzes (80% and above), Lab Report (based on rubric), and Unit 8 exam (based on standards based grading). Informal: Daily Reactants ("Do Now"), Daily Products (Exit Tickets), Problem Set (graded accuracy on specific problems), Check For Understanding, Weekly Participation	Formal: Mastery Quizzes (80% and above), Lab Report (based on rubric), and Unit 6 exam (based on standards based grading) Informal: Daily Reactants ("Do Now"), Daily Products (Exit Tickets), Problem Set (graded accuracy on specific problems), Check For Understanding, Weekly Participation
Students will be able to explain chemical reactions more critically using energy diagrams and calorimetry on their unit 9 test as well as to help explain the calories/energy of various foods that they eat (health consciousness).	Students will be able to plan and complete an unknown weak-acid lab that will require them to perform acid-base titrations.	Students will be able to complete a college-level lab that requires them to identify and calculate the differences between various gas samples
The patterns of heating and cooling curves as well as energy diagrams tell us why chemical reactions may actually occur and help wrap up the understanding of chemical reactions of different reactants.	Acid-Base reactions are present within the body specifically knowing their benefits and potential dangers help make us better informed. (Bicarbonate buffer system)	Properties of gases are unique compared to the other forms of matter
Equilibrium and Le'Chatlier's principle outline the key understanding on why reactions proceed the way that they do. This concept helps further understand the law of conservation of mass and the shifts in equations. Just like balancing in real world topics we must understand this for our body's homeostasis. The reason why homeostasis exists is because of the equilibrium between the chemical reactions within the body.	Acid-base chemistry is an imperative concept to understand for the biological systems of our body and the world around us. It is important that we understand how acids and bases can benefit us to keep chemical equilibrium, but also how they can be harmful in certain amounts. More importantly, acids and bases describe the basic electron transfers in organic molecules.	Gas molecules differ from the other forms of matter due to their movement and properties as explained by the kinetic molecular theory (KMT). However, just like any form of matter you can quantify a gas in terms of moles, molecules, density, molar mass, and amount (in grams). Gases have many health applications such as anesthesiology during surgery, oxygen exchange in the lungs, and the bicarbonate buffer system. Understanding how gases interact will allow us to get to the biological implications that occur within our body.
What is Le'Chatlier's principle? How can we deeply explain this? How can we calculate the equilibrium? Why is it important to be able to perform calorimetric calculations?	What is the difference between an acid and a base in terms of properties and electron transfer? How about do weak acids and bases differ from strong acids and bases? How does the bicarbonate buffer system work? Why are titration curves so important to our understanding of acids and bases and amino acids.	What are the relationships between volume, pressure, moles, and temperature in gases and what are their real world implications? How are we able to measure volumes of gases if KMT says their volume is negligible? (understanding of Vander waals equation)? Why does the ideal gas law make sense?
4.2: Mastery Quiz: Understand the basic features of heating and cooling curves and calculations that apply to them 4.10: Mastery Quiz: Calculate enthalpy using the three different methods (Hess' law, bond enthalpies, and calorimetry) 4.17: Unit 9 Exam For students with IEPs, there will be modifications on the exams and the quizzes. Modifications, depending on the student's IEP may include less answer choices (for multiple choice questions), oral explanation (short answer questions), and accommodations such as formula chart for calculations. Problem sets will be modified with the help of the learning specialist based on the needs of the students.	2.26: Mastery Quiz: Acid-Base properties and calculating pH, hydronium, and hydroxide concentrations 3.5: Mastery Quiz: Qualitatively understand the components of neutralization reactions and titration curves 3.13: Master Quiz: Understand weak acid-base reactions, their reversibility, calculations, and titration curves 3:20: Application of acids and bases to organic molecules 3.27: Unit 8 Exam/ Lab For students with IEPs, there will be modifications on the exams and the quizzes. Modifications, depending on the student's IEP may include less answer choices (for multiple choice questions), oral explanation (short answer questions), and accommodations such as formula chart for calculations. Problem sets will be modified with the help of the learning specialist based on the needs of the students.	1.22: Mastery Quiz: Properties of KMT and Relationships of Volume, Pressure, and Temperature of Gases 1.30: Mastery Quiz: Calculations of Gases (including grams, moles, molecules, pressure, volume, temperature, density, and molar mass) 2.3: Unit 6 Test For students with IEPs, there will be modifications on the exams and the quizzes. Modifications, depending on the student's IEP may include less answer choices (for multiple choice questions), oral explanation (short answer questions), and accommodations such as formula chart for calculations. Problem sets will be modified with the help of the learning specialist based on the needs of the students.

<p>8.1 Analyze chemical reactions in terms of energy transfer.</p> <p>a. SWBAT understand qualitatively the basic features of a heating/cooling curve.</p> <p>b. SWBAT calculate the heat released or absorbed between two points on heating and cooling curves.</p> <p>c. SWBAT distinguish between the characteristics of endothermic and exothermic reactions.</p> <p>d. SWBAT calculate energy changes that occur in chemical reactions using bond enthalpies.</p> <p>e. SWBAT calculate energy changes that occur in chemical reactions using Hess' Law.</p> <p>f. SWBAT perform simple calorimetric calculations based on the concepts of heat and specific heat.</p>	<p>7.1 Understand the qualitative properties of acidic and basic solutions.</p> <p>a. SWBAT understand the general properties of acids and bases.</p> <p>b. SWBAT name strong acids and bases using IUPAC rules.</p> <p>c. SWBAT understand the relationship between pH, hydronium concentration, and hydroxide concentration in aqueous media.</p> <p>7.2 Understand the qualitative properties of acidic and basic solutions</p> <p>a. SWBAT calculate the pH, pOH, hydronium concentration, and hydroxide concentration using logarithmic functions.</p> <p>b. SWBAT calculate changes in pH as a result of neutralization reactions.</p> <p>c. SWBAT understand the components of titration curves for strong acid/base titrations.</p> <p>7.3 Understand chemical equilibrium as it relates to weak acids and bases.</p> <p>a. SWBAT understand the reversibility of weak acid deprotonation.</p> <p>b. SWBAT calculate the K_a of a weakly acidic solution.</p> <p>c. SWBAT calculate pH of weak acidic and basic solutions.</p> <p>d. SWBAT understand the components of titration curves for weak acid/base titrations.</p> <p>e. SWBAT apply the knowledge of weak acids/bases to biologically relevant situations (such as amino acids, electrophoresis, and buffer systems)</p> <p>f. SWBAT understand Le Chatelier's Principle as applied to acids and bases</p>	<p>5.1 Understand the relationship among pressure, temperature, volume, and moles of a gas.</p> <p>a. SWBAT understand the kinetic molecular theory (KMT) as it applies to gases.</p> <p>b. SWBAT describe the relation between pressure, temperature, volume, and moles of an ideal gas. c. SWBAT calculate the pressure, temperature, volume, and number of moles using the Ideal gas law (or its derivations).</p> <p>d. SWBAT calculate the volume of gas given off during a chemical reaction.e. SWBAT use the ideal gas law to identify a gas or calculate density or molar mass.</p>
<p>Reteaching of objectives will occur based on the mastery during quizzes and problem sets. If mastery is below 70% then there will be a mini lesson (whole group instruction) the(10 minutes) given on the following Monday of the mastery quiz that will address the misconceptions. However, if the mastery is above 70%, but below 80% then there will be review questions spiraled into the Reactant and small group instruction will occur. The objectives will then be reassessed during the next mastery quiz.</p>	<p>Reteaching of objectives will occur based on the mastery during quizzes and problem sets. If mastery is below 70% then there will be a mini lesson (whole group instruction) the(10 minutes) given on the following Monday of the mastery quiz that will address the misconceptions. However, if the mastery is above 70%, but below 80% then there will be review questions spiraled into the Reactant and small group instruction will occur. The objectives will then be reassessed during the next mastery quiz.</p>	<p>Reteaching of objectives will occur based on the mastery during quizzes and problem sets. If mastery is below 70% then there will be a mini lesson (whole group instruction) the(10 minutes) given on the following Monday of the mastery quiz that will address the misconceptions. However, if the mastery is above 70%, but below 80% then there will be review questions spiraled into the Reactant and small group instruction will occur. The objectives will then be reassessed during the next mastery quiz.</p>

Week:

Date:

Big Idea	Uses backward design to provide an "essential c
Standard	Common Core: Each lesson is mapped to High School Commor ACT College Readiness Standards: Each lesson is mapped to the matching College standards needed to master the lessons
Objective	SWBAT... (must be able to be assessed on exit
Materials Needed	List of copies/pictures/tools needed for the daily
Do Now	
Lesson Agenda: (Hook/I Do, We Do, You Do)	1. Do Now (10 min) 2. Hook: Activity/Real-life connection/Investigati 3. I Do/We Do/You Do 4. Exit Quiz (5-7 min)
Reaching All Learners	For the students who find this difficult:

Assessment	
Homework	

question" for each unit

1 Core Standards

Readiness Standards as well as lower level

: quiz)

lesson

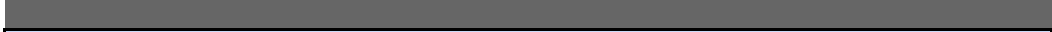
on/Inquiry Problem (5 min)

For the students who find this easy (or honors suggestions):



Evidence of Success	
EPAS Growth	
Interims	Q1
	Q2
	Q3
	Q4
Class Category	
In class assessments	
CRS	
Writing Assignments	
Critical Thinking Implementation	
Case Studies or Labs	
Culture	
Motivation	
Instruction	
Curriculum	

Actual	Percent to Goal
	#DIV/0!
	#DIV/0!
	#DIV/0!
	#DIV/0!



What's next for SY13-14?

Output
Targeted Metrics(s)

Input
Instructional Focus (From Matrix)

Plan

Coaching/Feedback, Individual Inquiry, Team

Observation/Planning Session 1

Prog

ress

Observation/Planning Session 2

Name: _____ Period: _____ Date: _____

Unit 4 Exam: Chemical Reactions

MC	FR	Total	%
4.1 _____/3	_____/2	_____/5	
4.2 _____/3	_____/9	_____/9	
4.3 _____/3	_____/11	_____/14	

Multiple Choice Section *(each question is worth 1 point)*

4.1

1. What is the molar mass of ammonium phosphate?
 - a. 113.01 g/mol
 - b. 115.05 g/mol
 - c. 131.05 g/mol
 - d. 149.10 g/mol
 - e. 302.95 g/mol

2. Which of the following compounds contains the greatest number of oxygen atoms?
 - a. CuO
 - b. NaNO_3
 - c. OCl_5
 - d. FeO_2
 - e. All of the above have the same number of oxygen atoms.

3. What is the mass of 3.0×10^{23} atoms of neon gas?
 - a. 0.50 grams
 - b. 1.0 grams
 - c. 5.0 grams
 - d. 10.0 grams
 - e. 40.0 grams

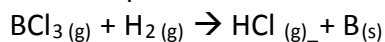
Name: _____ Period: _____ Date: _____

4. If you have **equal mole** samples of NO_2 and F_2 , which of the following must be true?

- I. The number of molecules in each sample is the same.
- II. The number of atoms in each sample is the same.
- III. The mass of the samples are the same.
- IV. 6.022×10^{23} molecules are present in each sample.

- a. I only
- b. I, II, III
- c. II only
- d. I and IV
- e. I, II, IV

5. Consider the following **unbalanced** equation for questions 6-8:



When the equation for the reaction represented above is balanced and all coefficients are reduced to lowest whole-number terms, the coefficient for HCl is:

- a. 1
- b. 2
- c. 3
- d. 4
- e. 6

6. In the equation above what are the phases of the reactants?

- a. Solid
- b. Liquid
- c. Gas
- d. Aqueous
- e. All of the above are represent the phases of the reactants.

7. In the equation above, which of the following is/are the products?

- a. BCl_3
- b. H_2
- c. HCl
- d. B
- e. Both c and d are correct.

Name: _____ Period: _____ Date: _____

8. Consider the following **unbalanced** equation:

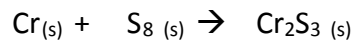


When the equation above is balanced and all coefficients are reduced to their lowest whole-number terms, the coefficient for O_2 is:

- a. 6
- b. 7
- c. 12
- d. 14
- e. 28

4.2

Consider the following **unbalanced** equation to answer questions 9 and 10.



9. If 5.00 moles of Cr react with 5.00 moles of S_8 , how many grams of Cr_2S_3 would be produced after the reaction is complete?

- a. 334.3 grams
- b. 376.4 grams
- c. 500.5 grams
- d. 1,601.5 grams
- e. 2662.5 grams

10. What is the limiting reactant for #9?

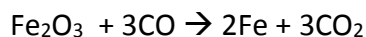
- a. Cr
- b. S_8
- c. Cr_2S_3
- d. All of the above are equally limiting.
- e. None of above is the limiting.

11. Silver sulfadiazine burn-treating cream creates a barrier against bacterial invasion and releases antimicrobial agents directly into the wound. If 25.0 grams of Ag_2O (molar mass= 231.8 g/mol), is reacted with 50.0g of $\text{C}_{10}\text{H}_{10}\text{N}_4\text{SO}_2$ (molar mass= 250.3 g/mol), what is the mass of silver sulfadiazine, $\text{AgC}_{10}\text{H}_9\text{N}_4\text{SO}_2$ (molar mass= 357.2 g/mol), can be produced assuming 100% yield?

- a. 100.g
- b. 77.0 g
- c. 38.5 g
- d. 35.7 g
- e. 71.4 g

Name: _____ Period: _____ Date: _____

Iron (III) oxide reacts with carbon monoxide to produce iron and carbon dioxide in the following **balanced** reaction:



12. What is the percent yield for iron if the reaction of 20.0 g of iron (III) oxide produces 48.0 g of iron?
- 21%
 - 29%
 - 42%
 - 50%
 - None of the above is correct.

4.3

13. Which compound below contains the greatest mass percent of nitrogen?
- $\text{Ca}(\text{NO}_3)_2$
 - NaCN
 - NO_2
 - N_2O_5
 - K_3N
14. A compound has a composition of 39.98% sulfur and 60.02% oxygen by mass. What is the empirical formula of this compound?
- SO
 - S_2O_3
 - S_2O_7
 - SO_3
 - SO_2
15. The combustion of a sample of butane produces 1.6114 g of carbon dioxide and 0.8427 g of water. What is the empirical formula of butane?
- C_2H_6
 - C_2H_5
 - CH_3
 - C_4H_{10}
 - $\text{CO}_2\text{H}_2\text{O}$

Name: _____ Period: _____ Date: _____

Free Response Section (*Answer each question to the best of your ability. Show all work to get full and partial credit.*)

4.1

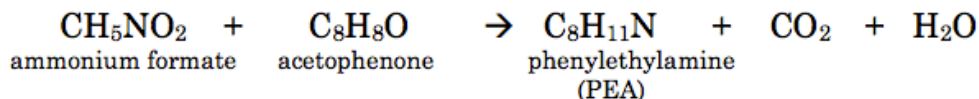
Write and balance the reaction described below and be sure to include all phases. What type of reaction is this?

1. (9 pts) Solid magnesium metal reacts with solid manganese (III) oxide to produce solid magnesium oxide and solid manganese metal.

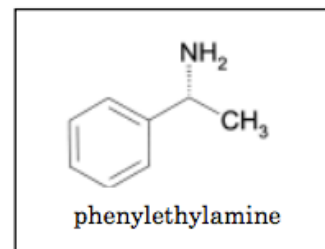
4.2

2. (12 pts) **USE SIGNIFICANT FIGURES FOR THIS PROBLEM!**

Neuroscientists believe that the only chemical in chocolate that may have a feel-good effect on the human brain is phenylethylamine (PEA). Although the PEA in chocolate occurs naturally, PEA can be made in the laboratory by the following reaction:



How much PEA can be made from 75.0g of ammonium formate and 125g of acetophenone? What mass of the excess reactant remains?



Name: _____ Period: _____ Date: _____

4.3

3. (13 pts) Walter White is working in his trailer of a lab and trying to synthesize a blue compound. He takes a sample and determines that 80.54% is C, 10.07% is H, and the rest is nitrogen. He knows that the molar mass of the compound he wants to make is 149.25 g/mol. Help Mr. White discover if he made the right compound: determine the empirical and molecular formula of the compound he made.

1. Recently an assassination was attempted on Southpaw, the Chicago White Sox mascot. The chief suspect is currently Clark Bear of the Chicago Cubs who claims he is being framed. His bear cave was searched and they found a .38 special with Remington brand bullets. Using the bullet casing from the crime scene, can you prove if Clark is guilty or being set up?

Crime scene bullets standard measured curve data is below:

Molarity of Copper Ion (mol/L)	Absorbance
0.100	0.150
0.200	0.370
0.300	0.540
0.400	0.760
0.500	0.980

a) What is the best-fit line of the standard curve that can be determined from the data given above? (4 pts)

b) The absorbance of the bullet solution was 0.666. What was the concentration of copper ions in solution? (4 pts)

c) The bullet has a mass of 3.33g and was dissolved in nitric acid, transferred to a 100 mL flask and then filled to the line with water, what was the percentage copper in his bullet casing? Show ALL work! (4 pts)

d) Using the table below explain is Clark is guilty or innocent and why. (4)

XRF (X-ray fluorescence spectrometry) analysis of cartridge case brass -- Note: numeric values are mass %

	CU -copper	ZN -zinc	FE -iron
Norma	77	23	0.15
Lapua	75	25	0.16
Lapua	62	36	0.26
Remington	80	20	0.12
Winchester	72	27	
Federal	78	20	0.15
S & B	72	28	0.17

2. Label each of the following as a strong electrolyte (SE), a weak electrolyte (WE), or a non electrolyte (NE) when dissolved in solution: (2pts each)

_____ NaBr _____ HNO₃ _____ NH₃ _____ C₆H₁₂O₆ _____ NaOH

3. Label each of the following solids as soluble (S) or insoluble (I) in water. (2pts each)

_____ Na₂CO₃ _____ Al(OH)₃ _____ BaSO₄ _____ C₆H₁₂O₆ _____ Sr(NO₃)₂

4. For each of the following write a molecular equation (in first box) and a net ionic equation (in second box) with NO spectators. Be sure and include the **states of matter** of the reactants and products. All single replacement reactions will occur. (8 pts each problem)

a. a chunk of potassium metal is added to water

b. solutions of nickel(II) chloride and sodium hydroxide are mixed

c. solutions of hydrofluoric acid and sodium hydroxide are mixed

5. Balance the following oxidation-reduction reactions using the half-reaction method.
(10 points)



6. Describe in detail how you would, in the lab, prepare 250. mL of a 0.300 M $K_2Cr_2O_7$ solution from solid potassium dichromate. (8 pts)

(do scratch math here)

Final answer here

7. Describe how you would prepare 250. mL of a 0.300 M $K_2Cr_2O_7$ solution from a 4.50 M $K_2Cr_2O_7$ solution and distilled water. (8 pts)

(do scratch math here)

Final answer here

8. It takes 56.75mL of 0.256 M HI to titrate a 10.00 mL sample of NaOH. Determine the molarity of the sodium hydroxide. (10 pts)

--

9. Walle the extraterrestrial is anxious to perform amazing feats in the fun filled AP chemistry lab. In this experiment he wants to make a **precipitate** since there are none in his country. How exciting for Walle!!!!

He has the following solutions at his disposal: NaCl, $\text{KC}_2\text{H}_3\text{O}_2$, AgNO_3 , and Li_2SO_4 .

What two chemicals can the lovable and wacky alien mix to make his dream of solids a reality?
(4 points)

Write the net ionic equation that represents this mix of chemicals and solid produced (include states of matter and NO spectators PLEASE.) (4 points)

Draw the above reaction to the molecular level below. (6 pts)

+



Reactant Solution 1

Reactant Solution 2

Final Solution

Key:

Unit	Standard
<p>1. Matter and Measurement-This unit serves as an introduction to chemistry as a laboratory science. Chemistry is the exploration of the matter that makes up our physical world, specifically on an atomic level. Students will be able to both describe and measure the three primary states of matter. Students will refer to the spacing between particles, the speed at which particles move, and the effects of changing temperature and volume when referencing various states of matter. Students will practice accurate ways of measuring matter and reporting data using correct units.</p>	1.1 SWBAT describe the motion of molecules in the states of matter.
	1.2 SWBAT describe properties of matter.
	1.3 SWBAT appropriately measure matter.
<p>2. Atomic Structure-The smallest particle that maintains the physical and chemical properties of an element is an atom. Atoms are the fundamental building block of all matter. Their specific combination of protons, electrons, and neutrons dictate their chemical and physical properties. Therefore, to truly understand the physical and chemical properties of matter, students must understand the arrangement of subatomic particles within an atom as well as how to determine them using the Periodic Table.</p>	2.1 SWBAT describe the structure of an atom.
	2.2 SWBAT use the Periodic Table to describe the structure of an element.
	2.3 SWBAT represent elements using various atomic models.
<p>3. Periodic Table-The Periodic Table is a systematic arrangement of elements so as to see trends in chemical and physical properties within groups and/or periods of elements. It is useful for determining atomic structure as well as predicting the chemistry of specific elements. In this unit, students will be able to use the periodic trends to classify elements. They should also be able to explain why these trends occur based on an element's atomic structure. The trends of the PT are best studied and explained once students have a strong understanding of atomic structure.</p>	2.4 SWBAT describe the organization of the Periodic Table of Elements.
	2.5 SWBAT describe the trends present in the Periodic Table.
<p>4. Chemical Bonds-Elements bond with other elements in order to achieve greater stability. Bonding occurs through the transferring or sharing of valence electrons, often with the goal of achieving a full octet. Elements tend to bond in specific proportions based on the number of</p>	3.1 SWBAT describe what happens when atoms bond.

specific proportions based on the number of electrons they need to lose or gain in order to achieve a full octet. In this unit, students will be able to determine the number of valence electrons an element has using the periodic table. They will also be able to predict which elements will bond together to achieve stability, what charge(s) an element will have when it forms an ion, and whether or not elements will share or transfer valence electrons when bonded. Bonding can only be studied once students have foundational knowledge of atomic structure and reading the Periodic Table.

3.2 SWBAT name ionic and covalent compounds

5. Stoichiometry- Stoichiometry is the mathematical study of chemical reactions. It allows chemists to predict the amount of products produced in a chemical reaction given the amount of products or vice-versa. The fundamental understanding that students must have in this unit is the law of conservation of mass; the idea that matter is neither created nor destroyed in a chemical reaction--it is essentially only rearranged to produce different products which generally have different physical and chemical properties. Students will be able to calculate the amount of reactants expected from a specific chemical reaction given its products and justify their answer using stoichiometric calculations. This will require students to calculate the atomic masses of compounds and convert between compounds using a balanced chemical equation.

4.1 SWBAT use the mole to convert between units.

4.2 SWBAT calculate the mass and quantity relationships among reactants and products in a chemical reaction.

6. Gas Laws-The behavior of gases is a unit all its own because of the relationships one can observe between the temperature, volume, and pressure of ideal gases. As one variable is changed while the other two are kept constant, one can predict the effect the change will have on a gas. In this unit, students will explain the effects of these environmental changes on a gas by describing the behavior of gas particles under various conditions. They will also be able to both predict and calculate the effects that changes in pressure, volume, and temperature on a gas. This unit is taught after

5.1 SWBAT explain the relationship between volume, temperature, and pressure.

7. Solutions-This unit will require students to calculate the concentrations of chemical solutions using molarity. Molarity is the amount of solute dissolved in a given solvent. Students will be able to create solutions of a specific concentration and determine how concentrated a solution is based on its molarity. Students will also be able to determine whether a compound will dissolve in a solvent based on its polarity, which will require the knowledge of electron distribution within a

6.1 SWBAT explain why compounds dissolve in solvents.

6.2 SWBAT determine the concentration of a solution.

compound.	
8. Acids and Bases-	7.1 SWBAT differentiate between acids and bases
	7.2 SWBAT determine the strength of an acid or base using the pH scale
	7.3 SWBAT determine the concentration of an acid or base.

Measurable Objectives - *SWBAT = "student will be able to"

1.1.1 SWBAT define matter.

1.1.2 SWBAT provide examples of matter and non-matter.

1.1.3 SWBAT identify the 3 states of matter.

1.1.4 SWBAT describe the motion of molecules in the 3 states of matter.

1.1.5 SWBAT describe the shape and volume of solids, liquids, and gases.

1.2.1 SWBAT define physical properties.

1.2.2 SWBAT provide examples of physical properties.

1.2.3 SWBAT define chemical properties.

1.2.4 SWBAT provide examples of chemical properties.

1.3.1 SWBAT define density.

1.3.2 SWBAT calculate the density of an object given its mass and volume.

1.3.3 SWBAT calculate the density of an object given 2 of 3 variables.

1.3.4 SWBAT identify unit prefixes.

1.3.5 SWBAT use unit prefixes to convert units of mass, volume, and length.

1.3.6 SWBAT calculate percent error.

2.1.1 SWBAT identify elements and compounds.

2.1.2 SWBAT identify the 3 subatomic particles.

2.1.3 SWBAT describe the location and charge of subatomic particles.

2.1.4 SWBAT describe the relative sizes and masses of the subatomic particles.

2.2.1 SWBAT identify/define an element's atomic number and atomic mass.

2.2.2 SWBAT calculate the subatomic particles in an atom given its atomic number and atomic mass.
(isotopes/ions?)

2.3.1 SWBAT differentiate between various models of the atom.

2.3.2 SWBAT draw the Bohr Model of an atom for elements 1-18.

2.3.3 SWBAT define valence electrons.

2.3.4 SWBAT determine the number of valence electrons for an element.

2.3.5 SWBAT draw the electron dot structure of main group elements.

3.1.1 SWBAT identify elements given their chemical symbol.

3.1.2 SWBAT describe the physical properties of specific elements.

3.1.3 SWBAT identify metals, nonmetals, and metalloids.

3.1.4 SWBAT describe properties of metals, nonmetals, and metalloids.

Representative groups?

3.2.1 SWBAT explain the trend in atomic number and atomic mass.

3.2.2 SWBAT explain why elements in the same group have similar chemistry.

3.2.3 SWBAT define atomic radius.

3.2.4 SWBAT describe the atomic radius trend present in the Periodic Table.

3.2.5 SWBAT determine an element's electron configuration using the Periodic Table.

4.1.1 SWBAT determine the number of valence electrons for an element. (review)

4.1.2 SWBAT draw the electron dot structure of main group elements. (review)

4.1.3 SWBAT determine the charge on an element given its valence electrons.

4.1.4 SWBAT define ionic and covalent bonding.

4.1.5 SWBAT represent an ionic bond using electron dot structures.
4.1.6 SWBAT represent a covalent bond using electron dot structures. (single bonds only with basic octet) simple double possibly with honors
4.1.7 SWBAT compare the relative strength of ionic and covalent bonds.
4.1.8 SWBAT predict the type of bond formed between elements.
4.2.1 SWBAT differentiate between ionic and covalent compounds (review)
4.2.2 SWBAT name covalent compounds.
4.2.3 SWBAT name ionic compounds given a chemical formula.
4.2.4 SWBAT write a chemical formula for a simple ionic compound given its name. **
Naming polyatomic (honors-memorizing ions + charges)
SWBAT write a chemical formula for an ionic compound involving a transition metal given its name. **
I already
4.3 Molar Mass SWBAT calculate the molar mass of a compound.
5.1.3 SWBAT convert from moles to grams.
5.1.4 SWBAT convert from grams to moles.
Ideal Gas Law (pressure/volume/temp to moles)
4.4 SWBAT convert from moles to number of atoms.
4.5 Multistep Molar conversion
4.2 SWBAT identify types of chemical reactions
5.2.3. SWBAT calculate the number of atoms of each element present in a simple compound.
5.2.4 SWBAT calculate the number of atoms of each element present in a complex compound.
4.1 SWBAT balance a chemical equation
5.2.6 SWBAT use a conversion factor to set up a mole to mole ratio. **
5.2.7 SWBAT use a conversion factor to convert from moles of one compound to moles of another
6.1.1 SWBAT define pressure.
6.1.2 SWBAT identify appropriate units for volume, temperature, and pressure
6.1.3 SWBAT convert between Celsius and Kelvin and mL/ L.
6.1.4 SWBAT convert between pressure units.
6.1.5 SWBAT define Boyle's Law
6.1.6 SWBAT use Boyle's Law to calculate pressure and volume.
6.1.7 SWBAT define Charle's Law
6.1.8 SWBAT use Charles' Law to calculate volume and temperature.
6.1.9 SWBAT use the combined gas law to solve for variables.
6.1.10 SWBAT use the ideal gas law to solve for temp, pressure, moles, and volume
7.1.1 SWBAT define solution.
7.1.2 SWBAT identify the solute and the solvent in a solution.
Dissociation (formation of ions or not in solution--testing for electrical conductivity)
7.1.3 SWBAT define polarity,
7.1.4 SWBAT show dipole arrows for simple compounds.
7.1.5 SWBAT determine whether a compound is polar or nonpolar.
7.1.6 SWBAT determine whether a solute will dissolve in a solvent based on polarity.
7.2.1 SWBAT convert between liters and milliliters (review).

7.2.2 SWBAT define molarity. (concentration concept)

7.2.3 SWBAT identify the units for molarity.

7.2.4 SWBAT calculate molarity given moles and liters.

7.2.5 SWBAT calculate molarity given 2 of the 3 variables.

8.1.2 SWBAT identify properties of acids and bases.

8.1.3 SWBAT identify the common ions produced by acids and bases in solution.

8.1.3 SWBAT identify an acid and a base given a compound's formula.

8.2.1 SWBAT define pH.

8.2.2 SWBAT identify acidic, basic, and neutral pHs on the pH scale.

8.2.3 SWBAT determine acidity or basicity given a solution's pH. (H⁺ vs. OH⁻ ion concentration) neutral = equal H⁺ and OH⁻

Neutralization reaction (acid + base--> water)

8.2.4 SWBAT interpret acid-base indicator color changes.

8.3.1 SWBAT define titration.

8.3.2 SWBAT calculate the molarity of an acid or base (review)

8.3.3 SWBAT explain how a titration is used to determine the concentration of an acid or base.

8.3.3 SWBAT use the titration formula to calculate the molarity of an unknown acid or base.

	Date	Week #	# of Days	Notes	Content Standards/Objectives
Quarter 1	8.20-8.24	1	4-Day No Fri 9th Only	Minimally Instructional	
	8.27-8.31	2	Full	One day Pre-EPAS Testing (?)	U1 - Scientific Method/Measurements
	9.4-9.7	3	4-Day No Monday	Monday: Labor Day	U1 - Scientific Method/Measurements
	9.10-9.14	4	Full		U1 - Scientific Method/Measurements
	9.17-9.21	5	Full		U1 - Scientific Method/Measurements
	9.24-9.28	6	Full		U1 - Scientific Method/Measurements
	10.1-10.5	7	Full		U1 - Scientific Method/Measurements
	10.8-10.12	8	Full		U1 - Scientific Method/Measurements
	10.15-10.19	9	Full	Friday: Interim Testing	Review and Assessment
	10.22-10.26	10	4-Day No Friday	Friday: Network PD	U2 Atom/Periodic Table
Quarter 2	10.29-11.2	11	4-Day No Friday	Friday: RCPU	U2 Atom/Periodic Table
	11.5-11.9	12	Full		U2 Atom/Periodic Table
	11.12-11.16	13	4-Day No Monday	Monday: Veteran's Day	U2 Atom/Periodic Table
	11.19-11.23	14	Full		U2 Review & Assessment
	11.26-11.30	15	Short	Thanksgiving	

CRS Standards

Planning notes

Fri - Pretest, 2 IOD passage

fri read passage and supp

	12.3-12.7	16	Full		U3 Bonding
	12.10-12.14	17	Short Thurs	Friday: Interim Testing	U3 Bonding/Review CRS
	12.17-12.21	18	4-Day No Friday	Friday: Network PD	U3 Bonding
	12.24-1.4			Winter Recess	
	1.7-1.11	19	Full		Review
	1.14-1.18	20	Full		Finals
Quarter 3	1.21-1.25		3-Day Only T, W, Th	Monday: MLK Day Friday: RCPU	
	1.28-2.1	21	Full		
	2.4-2.8	22	4-Day No Friday	Friday: PD	
	2.11-2.15	23			
	2.18-2.22	24	4-Day No Monday	Monday: President's Day	
	2.25-3.1	25	Full	Friday: Interim Testing	
	3.4-3.8	26	4-Day No Friday	Friday: PD	
	3.11-3.15	27	Full		
	3.18-3.22	28	Full		
	3.25-3.29	29	Full		
4.1-4.5			Spring Break		
	4.8-4.12	30	4-Day No Friday	Friday: RCPU	
	4.15-4.19	31	Full		
	4.22-4.26	32	3-Day Testing Week	Tuesday: ACT Wednesday: WorkKeys	
	4.29-5.3	33	Full	Friday: Interim Testing	
	5.6-5.10	34	4-Day	Friday: PD	

Quarter 4	5.6-5.10	34	No Friday	Friday: PD	
	5.13-5.17	35	Full		
	5.20-5.24	36	Full		
	5.27-5.31	37	4-Day No Monday	Monday: Memorial Day	
	6.3-6.7	38	Full	One day Post-EPAS Testing (?)	
	6.10-6.14	39	4-Day No Friday	Finals Week Friday: Grading Day	Finals

Unit 0: Scientific Method & Measurmer		<u>Content</u>	<u>CRS Focus</u>	Brain storming
Monday	8/25/2014 A	Intro Chem, Safety		
Tuesday	8/26/2014 B	Intro Chem, Safety		
Wednesday	8/27/2014 A	Scientific Method Overview		CER once a week
Thursday	8/28/2014 B	Scientific Method Overview		
Friday	8/29/2014 A	Reading Day!		
Unit 1: Matter & Measurment				
Monday	9/1/2014 HOLIDAY			
Tuesday	9/2/2014 B	Measurements		Intro equipment, how to
Wednesday	9/3/2014 A	Measurements		use it, measurement lab
Thursday	9/4/2014 B	Reading Day + 403 and 504		see below
Friday	9/5/2014 A	EPAS		
				catalyst, I spy, stuff
				stations = categorize,
				notes s,l,g, intro
				properties, HW: matter
				and CRS practice
				Physical vs chemical
				properties, start, then CRS
Monday	9/8/2014 B	Measurements.2		
Tuesday	9/9/2014 A	Measurements.2		
Wednesday	9/10/2014 B	Matter		
Thursday	9/11/2014 A	Matter		
Friday	9/12/2014 B	CRS CER	CER	
				Compare types, fizzie lab,
				practice all forms, finish
				with CRS on changes how
Monday	9/15/2014 B	P v C properties	SIN 601, EMI	to etc *H full report
Tuesday	9/16/2014 A	P v C properties	505	

Wednesday	9/17/2014 B	Chem vs Phys changes		Do lab, apply CRS questions to lab, *H full report
Thursday	9/18/2014 A	Chem vs Phys changes		
Friday	9/19/2014 B	CRS CER	CER	
Monday	9/22/2014 A	Density		overview of density, how to calc, triangle, practice practice practice
Tuesday	9/23/2014 B	Density		
Wednesday	9/24/2014 A	Density Lab	EMI 501	Calc density of pennies, maybe other materials, tie into EMI 501
Thursday	9/25/2014 B	Density Lab		Mastery Quiz Wed and Thursday - me IOD 502, 504, EMI 501
Friday	9/26/2014 A	CRS Day 2		Passage Sort/Passage breakdown
Monday	9/29/2014 B	Sig Figs		Sig figs, what fun
Tuesday	9/30/2014 A	Sig Figs		
Wednesday	10/1/2014 B	Thumb Wars Lab Start		Do lab obtain data, full report!! Analyze flaws in data
Thursday	10/2/2014 A	Thumb Wars Lab Start	MI 503/ SIN 50	
Friday	10/3/2014 B	CRS Day 2		Finish write up and analyze report for error. How could it be improved. Honors detailed analysis

Monday	10/6/2014 A	Review Content		30 mins on SIN 501, Leave open for review
Tuesday	10/7/2014 B	Review Content		
Wednesday	10/8/2014 A	Content Test		
Thursday	10/9/2014 B	Content Test		
Friday	10/10/2014 A	FLEX EMI 503		
Monday	10/13/2014 B	SIN 601 Atomic Theory	EMI 503	
Tuesday	10/14/2014 A	SIN 601 Atomic Theory	all	
Wednesday	10/15/2014 B	EMI 503 & Stations	EMI 503	
Thursday	10/16/2014 A-Fri	Stations	extra	
Friday	10/17/2014 Q1 Interm			
Monday	10/20/2014 B	The Atom		
Tuesday	10/21/2014 A	The Atom		
Wednesday	10/22/2014 B	Nuclear Atom		
Thursday	10/23/2014 A	Nuclear Atom		
Friday	10/24/2014 NBSD			
Monday	10/27/2014 B	Bohr Model		
Tuesday	10/28/2014 A	Bohr Model		
Wednesday	10/29/2014 B	Half Life	IOD 506 and only did half life	Tracking
Thursday	10/30/2014 A	Half Life	SIN 503	
Friday	10/31/2014 RCPU			

Monday	11/3/2014 B	Quiz and Nuclear Power CRS	Quiz and these standards, IOD 506 and not enough time
Tuesday	11/4/2014 A	Quiz and Nuclear Power CRS	SIN 503
Wednesday	11/5/2014 B	Periodic Table	IOD 601
Thursday	11/6/2014 A	Periodic Table	
Friday	11/7/2014 B	Reading	FLEX - IOD 506 and SIN 503
Monday	11/10/2014 HOLIDAY		
Tuesday	11/11/2014 A	Periodic Table.2	SIN 502
Wednesday	11/12/2014 B	Periodic Table.2	
Thursday	11/13/2014 A	Reading CRS + Review	FLEX - IOD 506 and SIN 503
Friday	11/14/2014 B	Review	
Monday	11/17/2014 B	CRS + Content Quest	
Tuesday	11/18/2014 A	CRS + Content Quest	
Wednesday	11/19/2014 B	Half Life remediation	
Thursday	11/20/2014 A	Half Life remediation/ Chem Content Review	
Friday	11/21/2014 B	Passage Labeling	
Monday	11/24/2014 A	Ions/ ionic bond	Data Conference Erin
Tuesday	11/25/2014 B	Ions/ ionic bond	Needs:
Wednesday	11/26/2014 PD	UIC PD	
Thursday	11/27/2014 HOLIDAY	THANKSGIVING	
Friday	11/28/2014 HOLIDAY	THANKSGIVING	Moving Data
Monday	12/1/2014 B	Types of Bonds	
Tuesday	12/2/2014 A	Types of Bonds	

Wednesday	12/3/2014 B	Ionic Properties Lab	hypothesis
Thursday	12/4/2014 A	Ionic Properties Lab	hypothesis
Friday	12/5/2014 B	Passage Labeling	Moving Data

Monday	12/8/2014 A	Naming
Tuesday	12/9/2014 B	Naming
Wednesday	12/10/2014 A	CRS
Thursday	12/11/2014 B	CRS
Friday	12/12/2014	Q2 Interim

Monday	12/15/2014 A	Polyatomic Ions/Naming
Tuesday	12/16/2014 B	Polyatomic Ions/Naming
Wednesday	12/17/2014 A	Covalent Bonds Intro
Thursday	12/18/2014 B	Covalent Bonds Intro
Friday	12/19/2014	NBSD

Monday	12/22/2014	Winter Breaks
Tuesday	12/23/2014	
Wednesday	12/24/2014	
Thursday	12/25/2014	
Friday	12/26/2014	

Monday	12/29/2014
Tuesday	12/30/2014
Wednesday	12/31/2014
Thursday	1/1/2015
Friday	1/2/2015

Monday	1/5/2015 A	VSPER
Tuesday	1/6/2015 B	VSPER
Wednesday	1/7/2015 A	Application of Bonding
Thursday	1/8/2015 B	Application of Bonding
Friday	1/9/2015 A	Mid Year PLAN ?

Monday	1/12/2015 B	Review
Tuesday	1/13/2015 EXAMS	
Wednesday	1/14/2015 EXAMS	
Thursday	1/15/2015 EXAMS	
Friday	1/16/2015 EXAMS	

Second Semester

Monday	1/20/2015 MLK DAY			
Tuesday	1/21/2015 A			
Wednesday	1/22/2015 B			
Thursday	1/23/2015 A	Counting Compounds	IOD 502	Think outside the box
Friday	1/24/2015 RCPU			

Week 22

Monday	1/27/2015 B			
Tuesday	1/28/2015 A			Honors
Wednesday	1/29/2015 B	Counting Compounds		Think outside the box
Thursday	1/30/2015 A	Balancing Rxns		EMI 505
Friday	1/31/2015 B	Balancing Rxns	not getting math	Quiz Skill

Week 23

Monday	2/3/2015 A	Types of Reactions EMI 506		
Tuesday	2/4/2015 B	Types of Reactions EMI 506		Moles

Wednesday	2/5/2015 A	Quiz Both Intro Moles?	CRS Quiz		
Thursday	2/6/2015 B	Quiz Both Intro Moles?	CRS Quiz		2 Step Moles
Friday	A	CRS			
Week 24		Check Calendar			
Monday	2/10/2015 B	Moles Part 2	EMI 504	TS	Mole Lab
Tuesday	2/11/2015 A	Moles Part 2			
Wednesday	2/12/2015 B	Moles 2 Step	SIN 502		Quiz Percent
Thursday	2/13/2015 A	Moles 2 Step			
Friday	2/14/2015 B	CRS			
Week 25					
Monday	2/17/2015	No School			
Tuesday	2/18/2015 A	Molar 2 Step Review CRS Quiz		Vocab	Molar Volume
Wednesday	2/19/2015 B	Molar 2 Step Review CRS Quiz		Vocab	
Thursday	2/20/2015 A	Content CRS Quiz	Content Q	EMI505	Stoich
Friday	2/21/2015 B	Content CRS Quiz	Content Q		
Week 26				EMI 601, SIN 503	
Monday	2/24/2015 A	CRS Review		alk	Stoich Lab
Tuesday	2/25/2015 B	CRS Review			
Wednesday	2/26/2015 A	CRS Review Part Deux			Most important Standards Review
Thursday	2/27/2015 B Short	Review			
Friday	2/28/2015 Interim				
Week 27					
Monday	3/3/2015 B	Stoichiometry part 1			Limiting Reag
Tuesday	3/4/2015 A	Stoichiometry part 1			
Wednesday	3/5/2015 B	Stoichiometry part 2	CRS Quiz		Review
Thursday	3/6/2015 A	Stoichiometry part 2	CRS Quiz		
Friday	3/7/2015	NBSD			

Week 28

Monday	3/10/2015 B	Limiting Reagent	Test
Tuesday	3/11/2015 A	Limiting Reagent	
Wednesday	3/12/2015 B	LR Lab	
Thursday	3/13/2015 A	LR Lab	

Friday 3/14/2015 B CRS Day! (Ice Cream)

Week 29

Monday 3/17/2015 A Alka Seltzer Lab Part 1 SIN 502

Tuesday 3/18/2015 B Alka Seltzer Lab Part 1 SIN 502

Wednesday 3/19/2015 A Alka Seltzer Lab Part 2 SIN 602

Thursday 3/20/2015 B Alka Seltzer Lab Part 2 SIN 602

Friday 3/21/2015 A CRS Day!

Week 30

Monday 3/24/2015 B Solutions (Reading) SIN 502 602

Tuesday 3/25/2015 A Solutions (Reading)

Wednesday 3/26/2015 B EMI 603 + Soln EMI 602

Thursday 3/27/2015 A EMI 603 + Soln

Friday 3/28/2015 Spring Break

Monday 3/30/2015 Spring Break

Tuesday 3/31/2015 Spring Break

Wednesday 4/1/2015 Spring Break

Thursday 4/2/2015 Spring Break

Friday 4/3/2015 Spring Break

Week 31

Monday 4/6/2015 B Acids and Bases

Tuesday 4/7/2015 A Acids and Bases

Wednesday 4/8/2015 B pH Scale quiz

Thursday 4/9/2015 A pH Scale

Friday 4/10/2015 B Split Session

Week 32

Monday 4/13/2015 A Molarity Review

Tuesday 4/14/2015 B Molarity Review

Wednesday	4/15/2015 A	EMI 603 OER
Thursday	4/16/2015 B	EMI 603 OER
Friday	4/17/2015	Free Day

Week 33

Monday	4/20/2015 A	Lab pH	Quiz	Review/CRS
Tuesday	4/21/2015 B	Lab pH		Review/CRS
Wednesday	4/22/2015	Testing		
Thursday	4/23/2015	Testing		
Friday	4/24/2015 A	SPLIT		CRS

Week 34

Monday	4/27/2015 B	QUEST + CRS		Quest
Tuesday	4/28/2015 A	Quest + CRS		Quest
Wednesday	4/29/2015 B	CRS Review		CRS Review
Thursday	4/30/2015 A SHORT	CRS Review		CRS Review
Friday	5/1/2015	Interim		

Week 35

Monday	5/4/2015 B	Gas Intro		Titration
Tuesday	5/5/2015 A	Gas Intro		
Wednesday	5/6/2015 B	Ideal Gas Law		Lab
Thursday	5/7/2015 A	Ideal Gase Lae		
Friday	5/8/2015	NBSD		

Week 36

Monday	5/11/2015 B	PLAN Prep 1		Partial Pressure
Tuesday	5/12/2015 A	PLAN Prep 1		
Wednesday	5/13/2015 B	PLAN Prep 2		phase diagrams - Review
Thursday	5/14/2015 A	PLAN Prep 2		Interim and PLAN
Friday	5/15/2015 B	PLAN PUMP		

Week 37

Monday	5/18/2015 A	PLAN PUMP UP	Thermo chem
Tuesday	5/19/2015 EPAS	Unit 5 Test (CRS too)	
Wednesday	5/20/2015 B	PLAN Prep + Acids Bases	Calorimetry
Thursday	5/21/2015 A	PLAN Prep + Acids Bases	
Friday	5/22/2015 B	PLAN Prep Part 2	Review Interim

Week 38

Monday	5/25/2015 Memorial Day		
Tuesday	5/26/2015 A	PLAN Prep Part 2	
Wednesday	5/27/2015 B		
Thursday	5/28/2015 A	phase change	
Friday	5/29/2015 B		

Week 39

Monday	6/1/2015 A		Lab of some kind
Tuesday	6/2/2015 B	Reviwq	
Wednesday	6/3/2015 A	Review	
Thursday	6/4/2015 B	Review	
Friday	6/5/2015 A	Review	

Week 40

Monday	6/8/2015 FINALS		
Tuesday	6/9/2015 FINALS		
Wednesday	6/10/2015 FINALS		
Thursday	6/11/2015 FINALS		
Friday	6/12/2015 Staff Devel		

Q1

Standard #	Power
EMI 501	N
EMI 503	N
EMI 505	N
IOD 403	N
IOD 501	N
IOD 502	Y
IOD 504	Y
SIN 504	N
SIN 601	N

Q2

Standard #	Power
EMI 504	Y
EMI 601	N
EMI 602	Y
IOD 506	N
IOD 601	N
SIN 502	Y
SIN 503	Y
IOD 502	Y
IOD 504	Y

Q3

Standard #	Power
EMI 506	N
IOD 503	N
EMI 504	Y
EMI 602	Y
IOD 502	Y
IOD 504	Y
SIN 502	Y
SIN 503	Y

Q4

Standard #	Power
EMI 602	N
IOD 505	N
SIN 602	N
EMI 504	Y
EMI 603	Y
IOD 502	Y
IOD 504	Y
SIN 502	Y
SIN 503	Y

Standard Description	# of Questions
Select a simple hypothesis, prediction, or conclusion that is supported by data presentation or model	3
Identify strengths and weaknesses in one or more models	3
Determine which models are supported or weakened by new information	3
Translate information into a table or graph	4
Compare or combine data from two or more simple data presentations	4
Compare or combine data from a complex data presentation	4
Determine how the value of one variable changes as the value of another variable changes in a complex data presentation	3
Determine the experimental conditions that would produce specific results	3
Determine a hypothesis for an experiment	3
30	

Standard Description	# of Questions
Identify similarities and differences between models	3
Select a complex hypothesis, prediction, or conclusion that is supported by a data presentation or model	3
Determine whether new information supports or weakens a model, and why.	3
Analyze given information when presented with new, simple information	4
Compare or combine data from a simple data presentation with data from a complex data presentation	3
Understand a complex experimental design	4
Predict the results of an additional trial or measurement in an experiment	4
Revisited	
Compare or combine data from a complex data presentation	3
Determine how the value of one variable changes as the value of another variable changes in a complex data presentation	3
30	

Standard Description	# of Questions
Select a data presentation or model that supports or contradicts a hypothesis, prediction, or conclusion.	3
Interpolate between data points in a table or graph	4
Revisited	
Identify similarities and differences between models	3
Determine whether new information supports or weakens a model, and why.	4
Compare or combine data from a complex data presentation	3
Determine how the value of one variable changes as the value of another variable changes in a complex data presentation	3
Understand a complex experimental design	5
Predict the results of an additional trial or measurement in an experiment	5
30	

Standard Description	# of Questions
Determine whether new information supports or weakens a model and why	4
Identify and/or use a simple mathematical relationship between data	4
Identify an alternate method for testing a hypothesis	4
Revisited	
Identify similarities and differences between models	3
Use new information to make a prediction based on a model	3
Compare or combine data from a complex data presentation	3
Determine how the value of one variable changes as the value of another variable changes in a complex data presentation	3
Understand a complex experimental design	3
Predict the results of an additional trial or measurement in an experiment	3

16 CRS Standards		
17 Chemistry Standards	33 Standards x 20pt	660 pts
4 Reading Standards	3x20pts	60 pts
Participation		80 pts
Final		200 pts
	Total	1000

PLEASE DO NOW: PLEASE PASS YOUR HW TO THE RIGHT

1. Review / skim paragraphs 1 – 6 (we already read this part in our last unit).

2. Then, read and annotate paragraphs 7 – 15. In your notebook, answer the following question: Besides ancient religious issues, what are the issues that contribute to unrest among the groups discussed in the article? Use 2 pieces of evidence to support your answer.

READ 264 – 265

Take notes on two main ideas from each of the four sections.

WITH YOUR PARTNER

1. Read articles and annotate for information regarding culture and governmental procedures.
2. As a pair (on one sheet of paper), argue whether or not the geography in question should be considered ONE state or TWO states; use at least three direct quotes from your textbook and articles as evidence.

Can Korea Be Reunited?

South Korea's President says his country could soon rejoin North Korea

By Laura Leigh Davidson | December 13, 2010

Source: Scholastic News Online

Tensions are running high between the countries of North Korea and South Korea, two nations that were once one. North Korea opened fire on an island in South Korea in late November. The attack killed two South Korean marines and two civilians, and injured 18 people.

Despite the attack, South Korean President Lee Myung-bak says the long-split countries are on a path to being **reunited** (join together after being apart).

"Reunification is drawing near," President Lee said on Friday during a trip to Malaysia. Lee bases his hopes, in part, on the people of North Korea. He says they "are becoming aware" that people in South Korea are better off. In Lee's view, this knowledge is leading North Korean citizens toward a desire to reunify with their neighbors to the south.

VERY DIFFERENT NEIGHBORS

Although they were once one country, North Korea and South Korea are now very different.

South Korea is a republic, run by a representative form of government. Its people have basically the same freedoms as those in the U.S. and Europe.

North Korea is ruled by a Communist government and is not a wealthy nation. The country suffers from widespread hunger. As many as 2 million North Koreans may have died since the mid-1990s because of food shortages.

Both countries have expressed a desire to be reunited. President Lee would like to see them reunited with a democratic government. North Korea's leader Kim Jong Il has called for reunification too, but under the Communist regime that is currently in power in the north.

WHY DID THE COUNTRIES SPLIT?

Korea was one country until the end of World War II. After the war ended in 1945, the Republic of Korea was established in the South with help from the United Nations, while the Democratic Republic of Korea was created in the North with support from the Soviet Union.

In 1950, North Korean forces invaded South Korea in an attempt to forcibly **unify** (bring together) the two countries. The Korean War erupted as a result.

The armies of North Korea and its Communist allies—China and the Soviet Union—were pitted against South Korea. Under the flag of the United Nations, 16 countries sent military forces to South Korea's defense. Most of the troops came from the United States.

The war was a bloody three-year battle that cost millions of lives. An **armistice**, or agreement to stop fighting for a time, was signed in 1953. Neither military side officially won. Technically, the two countries remain at war today.



North Korea

North Korea Like Father, Like Son?

After the death of a longtime dictator, North Korea—and its nuclear weapons—are in the hands of a 20-something

By Patricia Smith

Source: Junior Scholastic

With its nuclear weapons, mysterious cult-like society, and a state-run economy that doesn't produce enough food to feed its starving population, North Korea has long been viewed with alarm by its neighbors as well as the U.S. and its allies.

The situation became even more troubling when North Korea's dictator, Kim Jong Il, died in December. His youngest son, Kim Jong Un, promptly assumed power. Because North Korea is so secretive, virtually nothing is known about the new ruler, who is thought to be in his late 20s. The world didn't even know what the younger Kim looked like until 2010, when his father began grooming him to take over.

North Korea has a long history of aggression that is of great concern to South Korea and the U.S., its ally. In 2010, for instance, the North sank a South Korean naval vessel, killing 46 sailors, and fired on a South Korean island.

Then there is North Korea's nuclear weapons program. Repeated attempts by the U.S. and the United Nations (U.N.) to negotiate an end to the program have failed. Last January, then-U.S. Defense Secretary Robert Gates called it a "direct threat" and predicted that nuclear missiles from the North would be able to strike the U.S. within five years.

Kim Jong Un has vowed to continue his father's "military first" policy. Some observers say that the untested new ruler is not completely accepted by the North Korean military, and there is no telling what he might do to show that he's really in charge.

"We're entering a period that is especially dangerous," says Jim Walsh, a North Korea expert at M.I.T. "Here is a young leader who may be mistrusted by the military, and he has to prove himself. And that can lead to miscalculation and inadvertent war."

WHAT LIES AHEAD?

North and South Korea emerged as separate countries at the end of World War II (1939-1945). The North, led by Kim Il Sung (Kim Jong Il's father), set up a Communist government backed by the Soviet Union and China. The U.S. allied itself with South Korea, and the tense standoff became one of the first conflicts of the Cold War.

In 1950, North Korea invaded the South, and U.S. and U.N. forces came to South Korea's defense. The Korean War ended in a bitter stalemate in 1953 with nearly 4 million armed forces and civilians killed, wounded, or missing. About 37,000 U.S. soldiers had died. An armistice established a "demilitarized zone" (DMZ) at the 38th latitude (*see map*). Since then, North and South Korean troops have continued to view each other with suspicion across this border.

Under Kim Il Sung and Kim Jong Il, North Korea became a repressive, isolated country. Decades of a state-controlled economy have proved disastrous to its people.

Today, about three quarters of the country's factories sit idle. There are almost no cars on the roads, and electricity is turned off in much of the nation at night. In the 1990s, a series of droughts and floods led to massive crop failures, and up to 2 million people died of starvation.

North Korea is perhaps the most authoritarian country in the world—and the most bizarre. Punishment for watching foreign films or TV shows is stiff. Someone caught

watching a Jackie Chan movie, for example, could get up to six months in a labor camp. A former soccer coach told reporters that players were rewarded with apartments if they did well, but could be sent to coal mines if they lost.

In addition to being cut off from the outside world, North Koreans are bombarded with misinformation. Homes are equipped with loudspeakers that blare state sponsored propaganda all day long.

What lies ahead for North Korea under Kim Jong Un? There's real concern that he could launch an attack on South Korea, where 28,500 U.S. troops are stationed. That raises the possibility of an even larger conflict involving Japan or China, North Korea's ally.

With North Korea, the best strategy may be to expect the unexpected. "Anyone who tells you they [know] what is going to happen," says a former American military leader, "is either lying or deceiving himself."

This article originally appeared in the January 30, 2012 edition of *Junior Scholastic*. For more from *Junior Scholastic*, click here.

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South Korea

A Female First in South Korea

The country's first female President takes office

By Michelle Bruner | March 7, 2013

Source: Scholastic News Online

March 8 is International Women's Day. On this day, for more than 100 years, people have celebrated the achievements and historic milestones of women around the world.

Just in time for International Women's Day, the nation of South Korea is celebrating the election of its first female President, Park Geun-hye.

South Korea's culture is primarily **patriarchal**. This means that men have traditionally been seen as the decision makers in the family, businesses, and government. Even so, 52 percent of the voters in the December election chose Park to lead their government.

LIFE OF A LEADER

Park Geun-hye took over as President of South Korea in February. But this is not the first time she has lived in the President's home, known as the Blue House. She first lived there when her father, Park Chung-hee, was President of South Korea. He ruled the country for 18 years, from 1961 to 1979, beginning when she was 9 years old.

After her mother's death, when Park Geun-hye was 22 years old, she took over the role of South Korea's first lady. She gained valuable political experience while greeting foreign leaders and attending to the state's business.

Park went on to build her own career in politics after her father's death. She took an active role in South Korea's Grand National Party (now called the Saenuri Party) and became its chairwoman in 2004. After several unsuccessful attempts to become President, she was finally elected this past December.

THE KOREAN CHALLENGE

Park Geun-hye has many challenges ahead of her. South Korea's closest neighbor, North Korea, has been hostile to the country for more than 60 years. Its leader, Kim Jong Un, has focused on building up the nation's army and gathering new and powerful weapons. Park Geun-hye wants to work to build a better relationship with North Korea.

Park's father is remembered for bringing economic growth to South Korea. But he mostly ignored human rights and used harsh treatment to silence anyone who disagreed with him. Now President Park Geun-hye wants to lead in her own way. She hopes to help bring more equality to the people in all areas of their lives.

Park promises to create a country "where all Koreans can lead more prosperous and freer lives and where their dreams can come true."

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China / Taiwan

BOOM times in China

A quarter century ago, most Chinese would have spent their lives growing corn, rice, or wheat under a Communist government that made it difficult for farmers to move to cities or change jobs. The Communist Party tightly controls political power and religious expression. In cities, teenagers dress in blue jeans and T-shirts, play basketball and video games, and listen to their favorite pop singers.

By Jim Yardley | February 12, 2007

Source: Junior Scholastic

Every day, young people are moving to China's booming cities as their parents search for work.

In a dusty suburb of China's capital city of Beijing, Yuan He, 10, sits quietly in her fifthgrade class. There are 57 students in the unheated classroom, each dressed in a winter coat to keep warm. These kids are all migrants. Their parents moved to Beijing from 11 different rural provinces in search of work. A quarter century ago, most Chinese would have spent their lives growing corn, rice, or wheat under a Communist government that made it difficult for farmers to move to cities or change jobs. Today, the Communist Party still controls China, yet the country's people are anything but locked in place. More than 150 million migrant workers have left farms and are now doing the grueling work of building modern China. Yuan He is the daughter of a construction worker. She arrived in Beijing five years ago from the vast central province of Sichuan. One of the smartest students in her class. Yuan He is already learning English. Farming does not figure in her future plans.

"I want to be a scientist," she told JS, standing behind her wobbly, wooden desk as her classmates listened. "But my mother says I should be a lawyer or a doctor because they make more money."

The Next Superpower?

With 1.3 billion people, China has long been the world's most populous nation. Now it is also one of the world's fastest-growing economies. It is emerging as the next superpower to rival the United States.

Factories along China's coast make clothes, electronics, toys, and many other goods sold in stores in the U.S. and elsewhere around the world. Beijing is hurriedly building stadiums, subway lines, roads, and thousands of structures for the 2008 Summer Olympics.

Although much is changing in the new China, much remains unchanged. China still has an authoritarian government under which people cannot elect their national leaders. The Communist Party tightly controls political power and religious expression. It also forbids the Chinese news media from criticizing the government and national leaders.

Stark Contrasts

The result is a society of stark contrasts. The Chinese people are freer than ever before to choose where they live, whom they marry, and what job they will do. At one time, all Chinese wore drab suits patterned after the one worn by Communist leader Mao Zedong (mow zeh-dawrig). Now, people wear what they want. In cities, teenagers dress in blue jeans and T-shirts, play basketball and video games, and listen to their favorite pop singers from China, Taiwan, or South Korea.

China has more than 100 million Internet users, a number that grows each year. But the government employs more than 30,000 censors to surf the Web and block out forbidden information.

Anyone who publicly criticizes government leaders still faces the possibility of being jailed. The Communist Party controls China's legal system. Official corruption is widespread. Quality of life in rural areas is much lower than in the cities. China has a new class of millionaires, while more than 500 million people make less than \$2 a day.

China's economic growth is astounding, but it has given rise to equally astounding air and water pollution. Air quality is horrific in many big cities, including Beijing. China is rushing to reduce pollution there before the Olympics begin in August 2008. One reason for Beijing's air pollution is the huge construction boom. The lure of so many new jobs has brought people like Yuan He's father to do hard manual labor for little pay.

"I Was Ashamed"

Zhou Jing, a sixth-grader, came to Beijing seven years ago from rural Anhui Province, one of China's poorest. Her mother is a janitor, and her father is a cook.

"They want to save money to send me to school," the 12-year-old told JS. "I was ashamed of their jobs when I was little. I thought they were doing low-class work. But I no longer think that."

Migrants are indispensable to China's progress, yet they still face discrimination. Many live in cities illegally, without the residency permits required by the government.

Sometimes, bosses do not pay them.

Many parents must leave their children with relatives when they move to the cities to work. Those who take their children must send them to unofficial schools with poor facilities and supplies.

The kids who talked to JS attend such a school—a complex of dusty, gray brick buildings on the outskirts of Beijing. Most of them know little about the contradictions and uncertainties surrounding China's rising influence. All they know is that their parents are doing difficult, dirty work in part so that their futures will be better.

"I want to have a career," said 11-year-old Wu Zhuangxuan, a fifth-grade boy whose family is also from Anhui Province. "When I grow up, I want to go back and build up my hometown. I want to help make it modern."

Wu Zhuangxuan in his unheated classroom. During the cold winter months, students must bundle up while learning.

As Beijing prepares to host the 2008 Olympic Games, construction is evident everywhere. So is air pollution. Left: The Five Friendlies will serve as mascots in the 2008 Games.

China is emerging as one of the world's next superpowers.

Words to Know

- * **authoritaria**: favoring blind submission to government officials.
- * **Communist**: a government based on state ownership of land and businesses. The Communist Party typically allows no opposition.
- * **migrant**: a person who moves from one place to another, often in search of employment.

Zhou Jing outside her school, which is in a Beijing suburb. Below: a street near the school.

Think About It

1. What are some of the biggest challenges facing China today?
2. How might China's government change as the country becomes more of an economic superpower?

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Mao's Successors

The deaths of China's revered prime minister, Zhou Enlai (Chou En-lai), and of Mao himself in 1976 made that a watershed year. Soon thereafter the radical grouping known as the Gang of Four was removed from power. Under moderate leader Deng Xiaoping (Teng Hsiao-p'ing), China sought closer U.S. ties to aid in modernizing its economy; the two nations reestablished diplomatic relations in January 1979. China's leaders officially condemned (1981) the excesses of the Cultural Revolution, and Deng orchestrated a process of economic liberalization that resulted in the tripling of China's real per-capita gross national product between 1978 and 1993. An overheated economy and student demands for democratic reform, however, led to the purges of party leaders Hu Yaobang (Hu Yao-pang) in 1987 and Zhao Ziyang (Chao Tzu-yang) in 1989; a military crackdown (June 1989; see Tiananmen Square Massacre) on the student prodemocracy movement; and the imposition of economic austerity measures from 1993 to reduce inflation and speculation. Renewed Tibetan demands for independence were suppressed, as were protests by Muslim separatists in Xinjiang. In 1992 many leading party and military officials opposed to Deng's market-oriented reforms were "retired," and party leader Jiang Zemin (Chiang Tse-min), designated China's next paramount leader by Deng, was elected president. Deng died in February 1997. China's leaders still resisted political reform but agreed later that year to privatize most state-owned industries, a move that led to widespread unemployment. In 1998, under new premier Zhu Rongji, who assumed office in March, the government announced plans to dramatically reduce the size of the bureaucracy, reform the banking system, and institute other reforms designed to help China escape the economic crisis engulfing many of its Asian neighbors while strengthening the central government's overall control of the economy. Despite its willingness to reform the economy, the December 1998 sentencing of several leaders of a new Chinese opposition party to long jail terms indicated that the government still rejected the concept of Western-style democracy.

In foreign affairs, China and Britain reached agreement on the future of Hong Kong in 1984; under a 1987 accord with Portugal, Macao was to be returned to Chinese sovereignty in 1999. The 1991 collapse of the USSR left China determined to maintain its position as the world's only remaining Communist superpower while continuing to develop its economy. China resumed nuclear testing from 1992 to 1996, but it signed the 1996 nuclear test ban treaty. The expansion of democracy in Hong Kong and Taiwan's efforts to pursue a more visible international role strained China's relations with Britain and the United States, particularly when China conducted missile tests close to Taiwan in March 1996. Hong Kong was returned to Chinese sovereignty on July 1, 1997, marking perhaps the real beginning of the post-Deng era. Chinese president Jiang Zemin visited the United States in November of that year. In June 1998, U.S. president Bill Clinton paid a state visit to China — the first such visit by a U.S. president since the Tiananmen Square crackdown. Later that year, Jiang Zemin visited Russia and became the first Chinese president since World War II to visit Japan.

Relations between China and the United States frayed in 1999 as the U.S. trade deficit with China mounted and it was disclosed that China may have illicitly obtained important U.S. nuclear and submarine-detection technology. China denied the espionage allegations, and Zhu Rongji visited the United States in April of that year, where he failed to obtain long-sought U.S. backing for China's bid to

enter the World Trade Organization. Progress in forging better relations between the two nations was further threatened after NATO forces accidentally bombed the Chinese embassy in Belgrade, Yugoslavia, in May 1999. The bombing sparked massive anti-Western demonstrations in China. Tensions increased even further after Taiwanese president Lee Teng-Hui announced in July 1999 that he was abandoning the ambiguous "one China" policy that had maintained an uneasy peace between Taiwan and the mainland for 50 years, although the United States continued to recognize the government in Beijing as the sole legal government of China. Amid fears that Lee's declaration might trigger Chinese military action, China announced that it had developed its own neutron bomb (without the use of stolen U.S. technology). In February 2000 the Chinese government demanded that Taiwan begin substantive negotiations on reunification or face military attack, although it promised equal footing for Taiwan in such negotiations and said that other issues could be discussed prior to political reunification.

Domestically, the Chinese government launched a crackdown on Falun Gong, a popular sect founded in 1992 whose members seek to improve their moral character through exercise, study, and meditation. The sect was officially outlawed in July 1999 after its members had organized several unprecedented mass nonviolent protests, and its swift rise in popularity was viewed as a challenge to the government's legitimacy as the country's economic woes continued. In 2001 the government launched a mass campaign by government workers, students, and other groups to denounce the outlawed movement.

On Oct. 1, 1999, as China celebrated 50 years of Communist rule, there were signs that the country had assumed the important place on the world stage that it felt it merited. The following month, China successfully launched and retrieved its first experimental spacecraft. In 1999 it signed trade agreements with the United States, Japan, and Canada, paving the way for China's entry into the World Trade Organization (WTO); a similar accord with India was signed in early 2000, and a bill normalizing U.S. trade links with China was approved by the U.S. government later that year. On Dec. 20, 1999, Macao was formally returned to China. That same month, the United States agreed to pay \$28 million in reparations to China for the bombing of the Chinese embassy in Belgrade. In early 2001, in an attempt to improve its international image as it bid to host the 2008 Olympic Games and continued its efforts to join the WTO, China ratified the International Covenant on Economic, Social, and Cultural Rights.

The victory of proindependence candidate Chen Shui-bian in Taiwan's March 2000 presidential election raised tensions between Taiwan and the mainland to new levels, with the Communist government threatening war if Taiwan continued to delay talks on reunification. Subsequently, the Communist government approved Taiwan's unilateral move to improve relations by lifting the long-standing ban on direct shipping links between Taiwan and the mainland; the inaugural voyage, between Kinmen (Quemoy) and the mainland, took place in January 2001. The United States reiterated its "one China" policy while calling on both sides to resolve their differences peacefully. Meanwhile, China's long-strained relations with India, which had been aggravated by the latter's conducting underground nuclear tests in 1998, improved slightly. In April 2000, Asia's two largest nations began talks aimed at resolving their border disputes, and later that year China proposed building a highway that would link the two nations via Myanmar (Burma). In July the presidents of China, Russia, Tajikistan, Kyrgyzstan, and Kazakhstan set up a joint antiterrorism center in Bishkek, Kyrgyzstan, to coordinate their efforts to suppress Islamic separatist movements in Central Asia.

In April 2001 a Chinese fighter plane collided with a U.S. military aircraft conducting a routine surveillance patrol off the coast of China. The Chinese plane crashed and its pilot was killed; the U.S.

aircraft made an emergency landing on the Chinese island of Hainan. The incident further damaged relations between the United States and China, with the U.S. government demanding the return of the aircraft and its crew and the Chinese government insisting that it must receive a formal apology first. The tense standoff took place in the midst of Chinese objections to proposals by the new U.S. president, George W. Bush, to proceed with a global missile-defense program and to provide Taiwan with weapons and sophisticated military equipment. Although the crew was finally released after 11 days in custody, dampening fears that the incident might escalate into a broader confrontation between the two countries, the plane itself remained in Chinese hands for several months. Tensions increased, however, after Taiwan staged a military exercise simulating the repelling of an invasion by mainland China and the United States went ahead with its decision to sell submarines, aircraft carriers, and destroyers to the island state; it also allowed former and present Taiwanese presidents Lee Teng-hui and Chen Shui-bian to visit the United States. The Chinese government subsequently staged its own military exercises off the coast of Taiwan, although it did reach agreement on how the spy plane was to be returned to the United States in June 2001. These events took place against the backdrop of Chinese domestic politics, where the government continued its crackdown on the Falun Gong and other opposition groups as it prepared for the expected replacement of five of the seven members of the ruling Communist party politburo in 2002. Jiang Zemin, Zhu Rongji, and Li Peng were among those leaving the politburo in 2002, and they and a number of other top officials were expected to retire in 2003. Vice-President Hu Jintao (Hu Chin-t'ao), the youngest member of the politburo, made his first visit to the West in the fall of 2001 and what was believed to be his first visit to the United States in April 2002; he replaced Jiang as head of the Communist party in November 2002, although Jiang remained influential because his allies controlled the all-important newly chosen politburo standing committee.

There was great celebration throughout the country in July 2001, when Beijing was selected as the site of the 2008 Olympic Games. That same month Russia and China signed a 20-year treaty of friendship and cooperation, and U.S. Secretary of State Colin Powell made his first official visit to China in an effort to improve relations between the United States and China in the wake of the spy-plane incident.

After 15 years of negotiations, China's application for admission to the World Trade Organization received formal approval in September 2001, and it was poised to become the world's leading supplier of mass-produced goods. The government also began to study the possibility of a free-trade zone that encompassed Hong Kong (another WTO member) and southern China. Relations with Taiwan, which had also gained WTO admission, remained relatively calm, despite the victory of proindependence candidates in the island's late-2001 legislative elections. In fact, the Beijing government made friendly overtures to the new Taiwanese government in January 2002, although it still insisted that full political talks must be based on the idea of "one country, two systems," an idea that the Taiwanese government had already rejected.

The Chinese government condemned the September 11, 2001, terrorist attacks on the United States, and Jiang met with U.S. president George W. Bush in Shanghai the following month. As U.S.-led retaliatory attacks on the Afghan Taliban regime and terrorist leader Osama bin Laden were launched in October, China closed its border with Afghanistan. In December, shortly before a new, broad-based interim government was installed in Afghanistan, China cracked down on its own Muslim extremists (mostly Uighurs), increasing the number of executions and saying that its Muslim separatists had received training in bin Laden's camps and were part of the international terrorist network. Bush paid a state visit to China in February 2002 to encourage greater support for the U.S.-led war on terrorism and ease Chinese concerns about the expansion of U.S. influence along its borders. He spoke directly

to the Chinese people on the importance of a more open society on the 30th anniversary of Nixon's reestablishment of diplomatic relations between the United States and China.

In March 2002, in what was seen as a protest against a strengthening of ties between the United States and Taiwan, the Chinese government refused to allow a U.S. warship to make what would normally have been considered a routine call at Hong Kong; that same month was marked by some of China's worst labor protests in decades. In April, following the successful completion of its third unmanned spaceflight (a fourth such flight took place in January 2003), China announced that as early as 2003 it hoped to become the third country to send humans into space. In August 2002, in response to Taiwanese president Chen Shui-bian's suggestion that Taiwan hold a referendum on independence, the Chinese government said that it would use force if Taiwan made any moves toward formal independence.

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AS THE BRUTAL FIGHTERS OF THE Islamic State of Iraq and Greater Syria (ISIS) rampaged through northern Iraq in mid-June, a spokesman for the group issued a statement taunting its shaken enemies. Ridiculing Iraq's Prime Minister Nouri al-Maliki as an "underwear merchant," he warned that his fighters, who follow a radical strain of Sunni Islam, would take revenge against al-Maliki's regime, which is dominated by Shi'ites. But this vengeance would not come through the capture of Baghdad, the spokesman vowed. It would come through the subjugation of Najaf and Karbala, cities that are home to some of the most sacred Shi'ite shrines. The Sunni fighters of ISIS would cheerfully kill and die, if necessary, to erase their blasphemous existence.

What army would rather raze a few shrines than seize a capital city? The answer says a lot about the disaster now unfolding in Iraq and rippling throughout the Middle East. The rapid march by ISIS from Syria into Iraq is only partly about the troubled land where the U.S. lost almost 4,500 lives and spent nearly \$1 trillion in increasingly vain hopes of establishing a stable, friendly democracy. ISIS is but one front in a holy war that stretches from Pakistan across the Middle East and into northern Africa. A few days before ISIS captured the northern Iraqi city of Mosul, Pakistani militants driven by similar Sunni radicalism killed 36 in an assault on their country's busiest airport. Holy war inspires the al-Shabab radicals who took credit for massacring at least 48 Kenyans in a coastal town on June 15 and explains why suspected al-Qaeda fighters in Yemen riddled a bus full of military-hospital staff the same day. It's the reason Boko Haram has kidnapped hundreds of Nigerian schoolgirls and why Taliban fighters sliced off the ink-stained fingers of elderly voters who had cast ballots in Afghanistan's June 14 presidential election. Osama bin Laden is dead, but his fundamentalist ideology—and its cold logic of murder in God's name—arguably has broader reach than ever.

For now, the ISIS front is the most dangerous. The chilling prospect of holy warriors with dueling nuclear capabilities—Sunnis in Islamabad and Shi'ites in Tehran—remains a worst-case scenario, but the breakup of Iraq as a nation-state appears to be all but an accomplished fact. Two and a half years after the U.S. withdrew its last combat forces and more than a decade since the beginning of America's war in Iraq,

ancient hatreds are grinding the country to bits. Washington has reacted with shock—no one saw it coming—and the usual finger pointing, but today's Washington is a place where history is measured in hourly news cycles and 140-character riffs. What's happening in Iraq is the work of centuries, the latest chapter in the story of a religious schism between Sunni and Shi'ite that was already old news a thousand years ago.

The Sunni radicals' dream of establishing an Islamic caliphate—modeled on the first reign of the Prophet Mohammed in the 7th century—has no place for Shi'ites. That's why Iraq's leading Shi'ite cleric responded to ISIS's advance by summoning men of his faith to battle. So begins another Iraqi civil war, this one wretchedly entangled with the sectarian conflict that has already claimed more than 160,000 lives in Syria. Poised to join the fighting is Iran, whose nearly eight-year war with Iraq in the 1980s cost more than a million lives.

To Americans weary of the Middle East, the urge is strong to close our eyes and, as Sarah Palin once put it so coarsely, "let Allah sort it out." President Obama has kept a wary distance from Syria's civil war and the turmoil of postwar Iraq. But now that the two have become one rapidly metastasizing cancer, that may no longer be possible. As long as the global economy still runs on Middle Eastern oil, Sunni radicals plot terrorist attacks against the West and Iran's leaders pursue nuclear technology, the U.S. cannot turn its back.

"There is always the danger of passing the buck," says Vali Nasr, a former Obama State Department official and an expert on Islam. "Not to say the region doesn't have problems or bad leadership. It does. But these things won't go away. They are going to bite us at some point." What Leon Trotsky supposedly said about war is also true of this war-torn region: Americans may not be interested in the Middle East. But the Middle East is interested in us.

ANCIENT ENMITY - SKIP

AS HE HELPED DRAW THE POST-WORLD War I map of the Middle East, Winston Churchill asked an aide about the "religious character" of an Arab tribal leader he intended to place in charge of Britain's client state in Iraq. "Is he a Sunni with Shaikh sympathies or a Shaikh with Sunni sympathies?" Churchill wrote, in now antiquated spelling. "I always get mixed up between these two."

ANCIENT HATRED: Sunnis vs. Shi'ites

Initial split

In the year 632 Muslims disagreed over who should succeed the Prophet Muhammad, who had died that year. One group believed that leadership should stay within the family of the Prophet and go to his son-in-law Ali. They became the Shiat Ali (followers of Ali), or Shi'ites. The other group, the Sunnis, believed the Muslim community should determine the new leadership by consensus. Ali eventually became the fourth caliph, or leader. Upon his assassination in 661, war broke out between the two groups.

Struggle for dominance

Around 1500 Safavid established the area of modern-day Iran as Shi'ite. Shi'ites gradually united the Persian Empire and distinguished it from the Ottoman Empire (based in modern-day Turkey) to the west, which was Sunni. Today the majority of the world's Muslims are Sunni, but Sunnis have long been a minority in Iraq. Nonetheless, this Sunni minority controlled Iraqi politics in the decades following World War I and under Saddam Hussein.

Modern-day rift

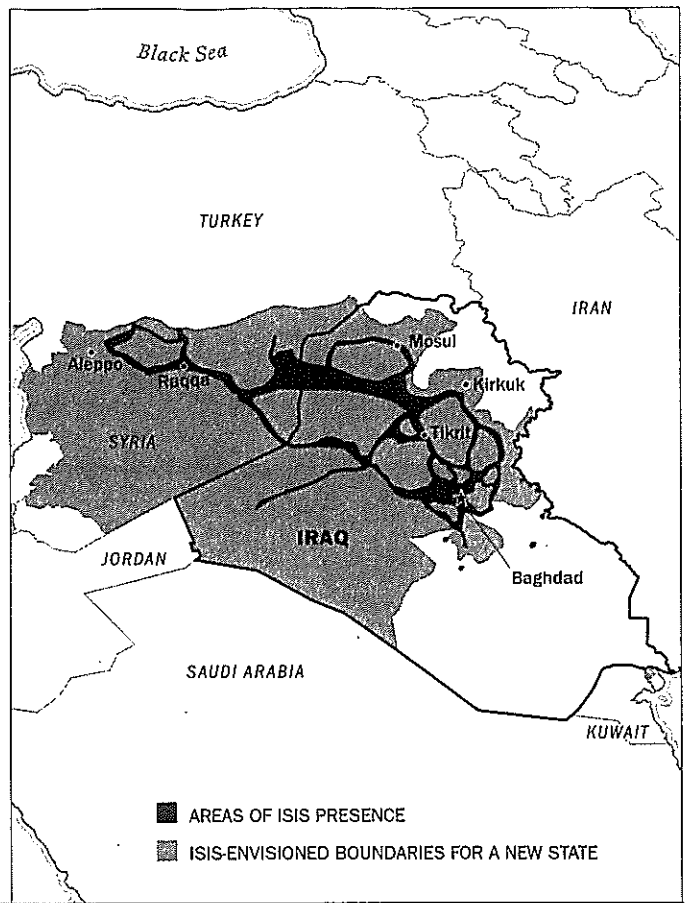
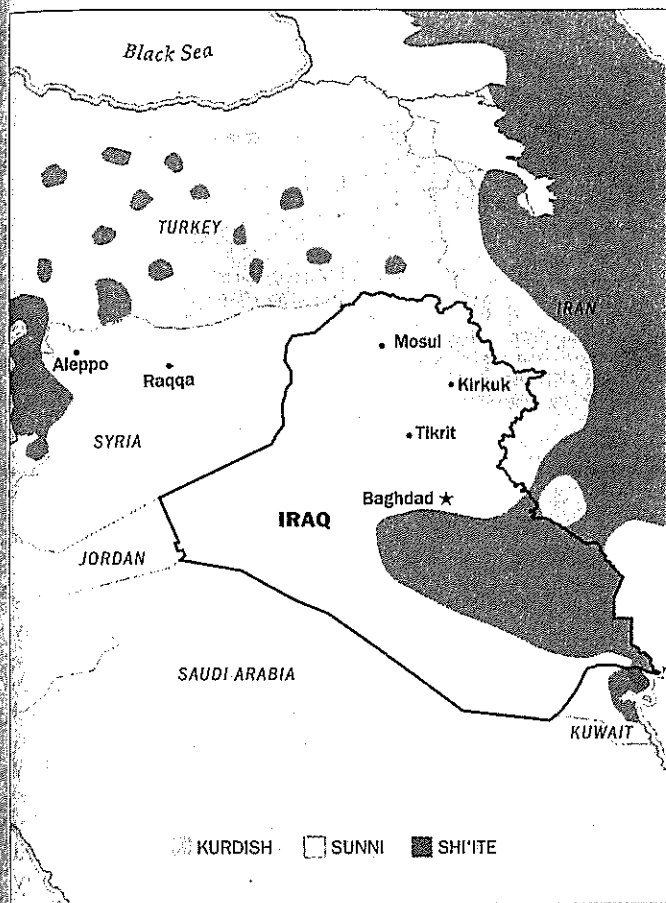
In 2003 the U.S. invaded Iraq and overthrew Saddam, allowing a Shi'ite-led government to come to power. But sectarian divides continued to trouble the country, almost leading to civil war in 2006-07. A surge of U.S. troops brought what now seems to have been a temporary peace.

The Westerners who have sought to control the Middle East for more than a century have always struggled to understand the religion that defines the region. But how could the secular West hope to understand cultures in which religion is government, scripture is law and the past defines the future? Islam has been divided between Sunni and Shi'ite since the death of the Prophet Muhammad in 632 and a bitter dispute that followed over who should lead Islam. (Sunnis called for an elected caliph. Shi'ites followed Muhammad's descendants.) Over the centuries, the two sects have developed distinct cultural, geographic and political identities that go well beyond the theological origins of that schism. Today, Sunnis make up about 90% of the world's 1.6 billion Muslims. But Shi'ites have disproportionate power, with their control of Iran and their concentration around oil-rich areas.

The seat of Shi'ite power is Iran, whose

BATTLE LINES ISIS is sweeping from Syria into Iraq

MILITANT DREAMS ISIS wants to build a cross-border caliphate



1979 Islamic revolution cracked open the bottle in which the region's sectarian tensions had been sealed for many years—first by the nearly 500-year rule of the Ottoman Empire and then by Western colonizers. Ayatollah Ruhollah Khomeini's overthrow of the pro-American Shah of Iran fired the ambitions of jihadists elsewhere and instituted the region's first modern theocratic regime. The ensuing American hostage crisis established Iran's new leadership as a mortal enemy of the West. In 1983, when the Shi'ite militant group Hizballah bombed a U.S. Marine barracks in Beirut, killing 241 Americans, and began kidnapping Westerners in the region, Islamic terrorism seemed to wear a Shi'ite face. Iran's long war with Sunni-dominated Iraq—sparked in part by Khomeini's call for a Shi'ite uprising in Iraq—put the U.S. on the side of Iraqi dictator Saddam Hussein.

Indeed, America's leaders were so blind about Sunni radicalism that the CIA

eagerly supported the training and arming of young jihadists—among them a rich young Saudi named Osama bin Laden—to fight the Soviets in Afghanistan. That victory was short-lived as bin Laden and other Sunni warriors, lit by the conviction that Allah had empowered them, founded al-Qaeda and declared the goal of establishing a new caliphate. Targeting the U.S. and other Western powers, which bin Laden called “the far enemy,” was just a step toward the nearer yet ultimate aim: to drive the U.S. and its allies out of the region, ending their support for repressive infidel rulers in places like Egypt, Jordan and Saudi Arabia.

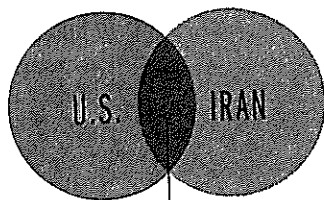
The national boundaries plotted on Western maps have little place in the radical vision of the restored caliphate. The ambition is absolute Sunni authority and Shari'a—Islamic law—over the entire Muslim world. To achieve this, the West need only be banished, while the Shi'ites must be eradicated. “There are all kinds

of al-Qaeda documents in which its operatives say things along the lines of ‘the Americans are evil, the secular tyrants are evil, the Israelis are evil—and the Shi'ites are worse than all of them,’” says Daniel Benjamin, the former counterterrorism coordinator at the State Department who is now at Dartmouth College. Some Saudi textbooks depict Shi'ism as more deviant than Christianity or even Judaism. A common bit of folklore among Lebanese Sunnis, Nasr writes in his book *The Shia Revival*, is that Shi'ites have tails.

For decades, the dictators of the Middle East have warned their democratic patrons in the West that only their repressive measures could stifle the Shi'ite-Sunni rivalry. But in the aftermath of 9/11, U.S. leaders concluded that repression was part of the problem. Touting a new “freedom agenda,” President George W. Bush pressed for an invasion of Iraq to topple Saddam and—this was the expressed goal, anyway—establish

SHIFTING SANDS

ISIS'S SUCCESS HAS LED TO UNLIKELY ALLIANCES BETWEEN SOME FORMER FOES IN THE MIDDLE EAST. HERE'S THE BREAKDOWN OF WHO SIDES WITH WHOM ON WHAT



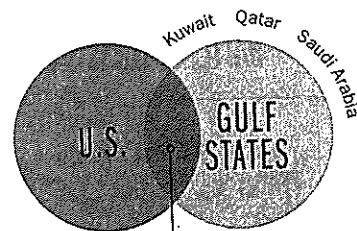
SUPPORTING IRAQ

Despite decades of hostility, the U.S. and Iran are in talks over a joint strategy to combat the growing power of ISIS in Iraq. They remain at odds over the Syrian crisis—with Iran continuing to prop up Assad's regime—and over Tehran's nuclear program.



SUPPORTING ASSAD

In order to preserve the Shi'ite sphere of influence, Iran and Hizballah, and to a lesser degree Iraq, have helped President Assad in his bloody war against the Syrian rebels—who include ISIS.



CONTAINING IRAN

Longtime allies, the U.S. and the Gulf states have worked to curb Iran's influence in the region and prevent it from developing a nuclear weapon. But the U.S. is unhappy that some of the Gulf states have provided funding for Sunni militants operating in Syria.

democracy in his place. Instead, Bush let loose the sectarian furies. The eventual replacement of Saddam with the pro-Iranian Shi'ite ruler al-Maliki, who assumed power in 2006, set off alarms across the Sunni world, especially in oil-rich monarchies of the Persian Gulf like Saudi Arabia, Kuwait and the United Arab Emirates. Shi'ite Iran's march toward a nuclear weapon turned alarm into existential panic.

With the 2011 Arab Spring, many in the West grew hopeful that the spirit of democracy was finally taking root. Instead, as in Iraq, the toppling of dictators unleashed the religious radicals almost everywhere. In Syria, strongman Bashar Assad's struggle to survive has evolved into a cauldron of Sunni-Shi'ite bloodletting. Sunni warriors from across the world have gathered to fight the forces of Assad, a member of the Alawite sect, an offshoot of Shi'ism and a close ally of Iran, which has poured men and money into the fight. "All the jihadists in the world are coming to Syria. It's the new Afghanistan," says one Arab diplomat. A June report by the New York-based Soufan Group estimates that more than 12,000 foreign fighters have traveled to Syria to join the fray.

As the fight against Assad, now in its fourth year, grinds on, the Sunni goal of forcing him from power endures. But the older goal of breaking down borders to establish the new caliphate has come to dominate the conflict, and the killing has bled easily from Syria into Iraq. "No one's talking about fighting Bashar anymore," says the diplomat.

THE REIGN OF ISIS

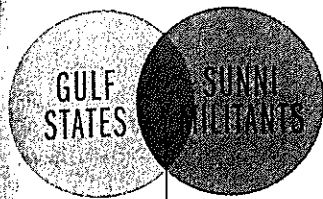
THE ISLAMIC STATE OF IRAQ AND GREATER Syria is at once highly modern and wholly medieval. Its fighters eagerly post propaganda videos on YouTube and photos of executed prisoners on Facebook. Credit ISIS with one of the most demented mashups of our time: a tweeted crucifixion. Ruling by a radical interpretation of Shari'a—with its puritanical mores and bloody punishments—ISIS now controls a swath of land that stretches from eastern Syria to central Iraq. Not since the Taliban ruled Afghanistan have men with a literal interpretation of Islamic texts and the determination to kill Westerners occupied so much territory.

And they are more fearsome than the militants who came before them. When what became ISIS first gathered in Iraq to attack Americans after the U.S. invasion, they called themselves al-Qaeda in Iraq. But their violence against fellow Muslims appalled the senior al-Qaeda leadership. Ayman al-Zawahiri, bin Laden's most senior comrade, chastised the group for killing Shi'ites too wantonly. (Al-Zawahiri remains wary of ISIS and has dueled with the group's charismatic leader, Abu Bakr al-Baghdadi, for primacy in the global jihad movement.) Eventually, American troops forged or bought alliances with moderate Iraqi Sunnis repelled by endless beheadings and joyless social restrictions. The 2007 U.S. troop surge and the Sunni awakening had decimated the group by the time George W. Bush left office.

Two factors gave ISIS new life. One was Syria's civil war. Largely funded by wealthy Gulf Arabs and driven by suicidal fanaticism, the fighters of ISIS moved across the porous border with viciousness unmatched even by al-Nusra Front, a rival Sunni extremist faction whose soldiers ultimately report to al-Qaeda's Pakistan-based leadership. The group's rampage through Iraq included a boast of executing 1,700 captured Iraqi soldiers—a slaughter conveniently documented online for propaganda purposes. ("This is the destiny of al-Maliki's Shi'ites," read one caption online.)

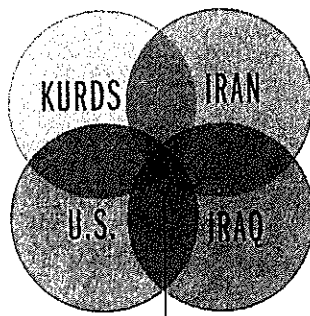
The second factor was the Iraqi Prime Minister. Insecure in his power and shrugging off demands from Washington to be more inclusive, al-Maliki has trampled the Sunnis who once ruled Iraq. Sunnis have been forced out of government and military posts, and al-Maliki's security forces have attacked peaceful Sunni protests. Many Sunnis now see al-Maliki as nothing more than a Shi'ite version of Saddam.

This may explain how as few as 1,000 ISIS fighters, originally equipped with small arms and pickup trucks, managed to overrun some 30,000 Iraqi troops to capture Iraq's second largest city, Mosul, before they and their allies took Kirkuk, Tikrit and Tal Afar. They were, if you will, welcomed as liberators. Indeed, many Sunnis in the Iraqi army literally stripped off their uniforms rather than fight for al-Maliki. "ISIS is the spearhead in a Sunni coalition," says Kenneth Pollack, a former CIA analyst and Iraq expert now at the Brookings Institution.



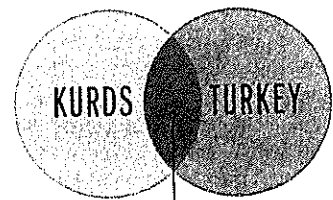
DEFEATING ASSAD

The Gulf states have allied with the U.S. in trying to bring an end to Assad's rule. But they have also sent money and arms to some extreme Sunni militant groups in Syria that are opposed to the U.S.



DEFEATING ISIS

The U.S., Iraq, Iran and the Kurds are committed to turning back ISIS. But the Kurds have benefited from some of the chaos created by ISIS, which has allowed them to gain control of land in northern Iraq they have long coveted.



COOPERATION IN SYRIA

The Kurds and Turkey have historically been hostile toward each other, but they have recently developed a working relationship on economic concerns like oil and have agreed to support each other against Assad's forces in Syria. Also, Turkey now says it is considering supporting a Kurdish state.

That coalition now features everyone from disgruntled tribal leaders to former Saddam loyalists. "What happened is a rebellion," a 49-year-old Mosul man tells *TIME*, asking that his name be withheld for his safety. "People here have been feeling frustrated with the government for a long time."

12 U.S. officials grasping at strands of hope are clinging to the idea that ISIS will be stopped short of Baghdad and the Shi'ite holy cities, blocked by a hostile Shi'ite population. But even the hopeful view is bleak: "If that's what you're dealing with, I think we're headed for a grinding guerrilla war that'll last a long time, with extremely high death rates, that could end up sucking in more of the neighbors," says Stephen Biddle of the Council on Foreign Relations, who has advised the Pentagon on Iraq.

13 That would suit ISIS just fine. A climactic war with the Shi'ites is exactly what the group wants. And as its territory grows, so does ISIS's readiness for such a war. As they conquered major Iraqi cities, ISIS fighters looted military bases for guns, ammunition and U.S.-made Humvees—along with at least two helicopters. They have also plundered gold and vast sums of cash from banks. One unconfirmed estimate by local officials pegged the haul at a staggering \$425 million.

14 Even if that figure is inflated, ISIS—estimated at about 10,000 men strong in Iraq and Syria combined—has begun collecting taxes, levying fines and running lucrative mafia-like operations in its zone of control, giving it the resources to administer a quasi-state. The group already

pumps oil and even sells electricity to the very Assad government it is warring to overthrow. "As long as the support of these Sunni elements holds, ISIS looks well positioned right now to keep the territory it has captured, absent a major counteroffensive," says one U.S. official. Fear of alienating moderate Sunnis may explain why ISIS hasn't imposed severe Shari'a law in most of its newly captured Iraqi population centers.

15 If ISIS's gains prove durable, the de facto Sunnistan they have created will pose a severe threat to the U.S. and its Western allies. According to intelligence officials, thousands of European passport holders have joined the fight in Syria, and no doubt a number of them are now in Iraq. Their next stop could be anywhere. U.S. officials say Moner Mohammad Abusalha, an American from Florida, recently triggered a suicide truck bomb in Syria after posting a jihadist recruiting video online—in English. A French Islamist who killed

three people at the Jewish Museum in Brussels on May 24 is believed to be a veteran of ISIS in Syria. Attacks on the far enemy may not be the endgame for ISIS, but they could bring stature and propaganda benefits. On June 15, the group's leader, al-Baghdadi, issued a message for the U.S.: "Soon we will face you, and we are waiting for this day."

BOUNDARIES OF SAND

AS HAUNTING AS THE THREAT OF A terrorist haven may be, the significance of the ISIS victories goes far beyond the threat it poses to Baghdad or the West. With lightning speed, ISIS has begun to erase the Middle East map drawn by Europeans a century ago. In 1916, Mark Sykes, a young British politician, and François Georges-Picot, France's former counsel in Beirut, agreed to divide the region to suit Western goals. With an eye to the death of the Ottoman Empire—on the losing side of WW I—the two diplomats slashed a diagonal line across a map of the region, from the southwest to the northeast, and divided the empire between their countries. "What do you mean to give them, exactly?" British Foreign Secretary Lord Balfour asked Sykes during a meeting at 10 Downing Street, according to James Barr's 2012 book, *A Line in the Sand*. "I should like to draw a line," Sykes said, as he ran his finger along the map of the Middle East, "from the 'e' in Acre to the last 'k' in Kirkuk."

17 After crossing the line between Syria and Iraq, ISIS fighters took a bulldozer to the berm that marked that border.

'WE'VE SAID ALL ALONG THAT WE WON'T BREAK AWAY FROM IRAQ BUT IRAQ MAY BREAK AWAY FROM US. AND IT SEEMS THAT IT IS.'

—QUBAD TALABANI,
DEPUTY PRIME MINISTER,
KURDISH REGIONAL GOVERNMENT

18 Once shattered, the pieces may never be reassembled. Al-Maliki shows no sign of the tremendous political skills needed to earn the cooperation of spurned Sunnis. Iraq's Shi'ites, with their reservoirs of oil in the south, may be content to slough off the comparatively barren Sunni lands to the north and west. The country's long-beleaguered Kurds, meanwhile, may seize this moment to finally claim their independence. When ISIS soldiers drove al-Maliki's forces from the oil-production center of Kirkuk, the formidable Kurdish militia known as the *peshmerga* stepped in to grab the city. Neighboring Turkey has lately begun to reconsider its long-held opposition to a Kurdish state. Perhaps an oil-rich, peaceful buffer between the Turks and the anarchy of Iraq wouldn't be so bad. "We've said all along that we won't break away from Iraq but Iraq may break away from us," Qubad Talabani, Deputy Prime Minister of the Kurdish Regional Government, tells TIME. "And it seems that it is."

Other borders could also be in danger. Western Iraq abuts the kingdom of Jordan, a vital U.S. ally and oasis of regional moderation. Though he is a Sunni, Jordan's Western-educated King Abdullah is precisely the sort of ruler ISIS would hope to topple, and Abdullah's kingdom sits inside the sprawling caliphate sometimes depicted on ISIS maps. So does Lebanon, a sectarian tinderbox. Syria, meanwhile, may be melting into unofficial quasi-states.

20 The region's heavyweights, Sunni King Abdullah of Saudi Arabia and Shi'ite Ayatullah Ali Khamenei of Iran, watch with wariness and few good options. For Abdullah, al-Maliki's pain is a welcome development, for the Saudis have always felt threatened by his ties with Iran. On the other hand, since the earliest days of al-Qaeda, the Sunni radicals have cherished the dream of deposing Abdullah's family and taking possession of the Arabian holy cities of Mecca and Medina. The Saudis look to Iraq and see nothing but enemies. The same goes for Israel, ever a prime target for both Sunni and Shi'ite militants.

21 In Iran, the growing momentum of Sunni radicalism has set alarms clanging. As the movement obliterates borders, the sheer number of Sunnis—nine of them for every Shi'ite—compels Iran to act. The pressure is such that Tehran is contemplating one of the strangest partnerships in its 35-year revolutionary history, wading into tentative talks on the crisis with the Great Satan himself: Uncle Sam.

RAW IMAGES Photos of an alleged massacre stoke sectarian rage

The photographs are disturbing. Members of ISIS stand with their automatic rifles pointing at rows of men wearing civilian clothes, some handcuffed. Other photographs appear to show the militants shooting. Others show trenches filled with what seem to be bodies.

22 Posted to social-media sites affiliated with ISIS on June 14, the images were accompanied by a sobering message: the extremist group claimed to have killed 1,700 Iraqi soldiers, including those in the photos, in the preceding week. The online messages claimed that Shi'ites among the troops had been singled out.

The killings have not been verified, but if the militants did execute that many captives, the slaughter would represent the biggest mass killing in a bloody multiyear war that now spans Syria and Iraq. Even if the claims are exaggerated, the images could be intended to terrify ISIS's opponents as the group consolidates control of Iraq's Sunni-dominated regions.

23 ISIS may have another reason to release the photographs, real or not—to provoke the country's Shi'ite militias, potentially igniting a sectarian war. ISIS's ultimate goal in such a conflict: the creation of a fundamentalist Sunni state. —ARYN BAKER



THE FOREVER WAR

BARACK OBAMA FIRST RAN FOR PRESIDENT, in large measure, to end the Iraq War, and he takes pride in having done so. It surely wasn't easy, then, to announce that some 170 combat-ready soldiers were headed to Baghdad to secure the U.S. embassy. The White House insists that Obama won't re-enter a ground war, though military planners are exploring possible air strikes. (For now, limited intelligence and ill-defined targets have put bombing on hold.) The likelier option is a small contingent of special forces to advise Iraq's military. But Obama wants to leverage any possible U.S. help to force al-Maliki into major political reforms. A new governing coalition giving Sunnis real power could offer the country's only hope for long-term survival. Whether something the U.S. couldn't accomplish when its troops were still in Iraq is feasible now is another question.

Clearly, Obama was mistaken in declaring, after the last U.S. troops departed in 2011, that "we're leaving behind a sovereign, stable and self-reliant Iraq." But while Washington plunged into the blame game, fair-minded observers could see that the U.S.'s road through the region is littered with what-ifs and miscalculations. What if we had never invaded Iraq? What if we had stayed longer? What if Obama had acted early in the Syrian civil war to put arms in the hands of nonradical rebels? "We would have less of an extremism problem in Syria now, had there been more assistance provided to the moderate forces," Obama's former ambassador to Damascus, Robert Ford, told CNN on June 3.

24 Yet on a deeper level, the blame belongs to history itself. At this ancient crossroads of the human drama, the U.S.'s failure echoes earlier failures by the European powers, by the Ottoman pashas, by the Crusaders, by Alexander the Great. The civil war of Muslim against Muslim, brother against brother, plays out in the same region that gave us Cain vs. Abel. George W. Bush spoke of the spirit of liberty, and Obama often invokes the spirit of cooperation. Both speak to something powerful in the modern heart. But neither man—nor America itself—fully appreciated until now the continuing reign of much older spirits: hatred, greed and tribalism. Those spirits are loosed again, and the whole world will pay a price. —REPORTED BY ARYN BAKER AND HANIA MOURTADA/BEIRUT, MASSIMO CALABRESI, JAY NEWTON-SMALL AND MARK THOMPSON/WASHINGTON AND KARL VICK/JERUSALEM

Stage 1—Desired Results

Standards: The following standards are taken directly from the AP College Board website as the structure for the course’s audit.

IV. Political Organization of Space

A. Territorial dimensions of politics

1. The concept of territoriality
2. The nature and meaning of boundaries
3. Influences of boundaries on identity, interaction, and exchange

B. Evolution of the contemporary political pattern

1. The nation-state concept
2. Colonialism and imperialism
3. Federal and unitary states

C. Challenges to inherited political–territorial arrangements

1. Changing nature of sovereignty
2. Fragmentation, unification, alliance
3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment
4. Electoral geography, including gerrymandering

Enduring Understandings:

Students will understand that...

Cultures of people are affected by legal or lack of legal political recognition.

Names for territories (i.e. nation, nation-state, etc.) signify different legal recognition in different super / supranational organizations.

History has affected the legal recognition of territories.

Identifying main points within a piece of nonfiction allow the reader to discern the author’s overall message. This can be synthesized in a paraphrase.

Speaking, reading, and writing are essential skills to success in college and in life.

Essential Questions:

1. How do the shapes of countries influence the way in which they are run?
2. How do boundaries between countries cause problems in people’s lives?
3. How do citizens of countries who cooperate with one another benefit?
4. How does political organization of space in other places affect me?
5. How does political organization of space affect contemporary issues around the world?

Objectives

(Knowledge) Students will be able to...

Define various types of territoriality and legal political terms.

List the shapes of boundaries and how they influence identity and other interactions.

Articulate how politics evolved over time to get to where they are today.

List examples of fragmentation, unification, and alliance.

(Skills/Abilities) Students will be able to...

Analyze the territorial dimensions of politics.

Communicate the effect of political and legal terms on the people who are residents of those areas.

Compare and contrast: colonialism vs. imperialism and federal states vs. unitary states AND decide which type of government is best for which shape of a state.

Describe the relationships between NATO, CENTO, and

Describe the survey system and the 1785 Land Ordinance.

Describe how waters are divided into territories.

SEATO. How do these similarities and differences affect countries that are members of these organizations in terms of crisis?

Describe the significance of antecedent boundaries and subsequent boundaries. Explain how these boundaries affect an area.

Stage 2—Assessment Evidence

Performance Tasks:

FRQ: Students will be assessed on their understanding of population standards and objectives by writing Free Response Questions that synthesize folk culture and popular culture information – especially the effects of globalization. This will also assess their understanding of the FRQ process for the APHG exam in May. These will be taken from past APHG FRQs.

Projects: Students will create districts using the technique of gerrymandering. Additionally, they will plot lots using a land lot survey system. Lastly, students will create “mini-countries” that are different shapes. In their creation of the countries, the students will explain the best type of government each country should have based on their shape.

Asia Quiz: Students will be expected to memorize the countries and correct spellings of all countries within Asia.

Other Evidence:

Scaffolded APQs: based on Blooms Taxonomy

- These are bi-weekly quizzes that assess students’ understanding of the AP material

Weekly article analysis

- Students will pull a current event article that is influenced by geography and write a critical analysis that describes the influence of folk culture and globalization that we discuss within this unit

Practice APHG Exams

- Students will complete sets of APHG multiple choice questions as DNs and as CW.

Exit Slips – open-ended response format

Stage 3—Learning Plan

Learning Activities:

- Reciprocal teaching exercises on chunks of chapters
- Reading guides based on information within chapters
- Cornell notes
- Gallery walks
- Jigsaw activities
- Paraphrasing activities / explicit instruction
- Closure paragraphs
- OSAE analysis charts – specifically of Chicago (these charts are specifically designed to help the students think and analyze spatially; they worked really well last year).

Stage 4 – Reflection

Unit Plan Calendar

Week 1: December 1 - 5

Monday	Tuesday	Wednesday	Thursday	Friday
<p>CRS: A. Territorial dimensions of politics</p> <ol style="list-style-type: none"> 1. The concept of territoriality 2. The nature and meaning of boundaries 3. Influences of boundaries on identity, interaction, and exchange <p>SWBAT define territoriality. SWBAT define different types of political terminology: state, country, nation-state, multinational state.</p>	<p>CRS: B. Evolution of the contemporary political pattern</p> <ol style="list-style-type: none"> 1. The nation-state concept 2. Colonialism and imperialism 3. Federal and unitary states <p>Objective(s): SWBAT define different types of political terminology: state, country, nation-state, multinational state.</p> <p>SWBAT describe the differences between the different types of political territories based on their cultural and political characteristics.</p>	<p>CRS: A. Territorial dimensions of politics</p> <ol style="list-style-type: none"> 1. The concept of territoriality 2. The nature and meaning of boundaries 3. Influences of boundaries on identity, interaction, and exchange <p>Objective(s): SWBAT list and describe natural and political boundaries. SWBAT describe the differences between natural and political boundaries. SWBAT evaluate the effects of different types of boundaries on a culture.</p>	<p>CRS: A. Territorial dimensions of politics</p> <ol style="list-style-type: none"> 1. The concept of territoriality 2. The nature and meaning of boundaries 3. Influences of boundaries on identity, interaction, and exchange <p>Objective(s): SWBAT list and describe natural and political boundaries. SWBAT describe the differences between natural and political boundaries. SWBAT evaluate the effects of different types of boundaries on a culture.</p>	<p>B. Evolution of the contemporary political pattern</p> <ol style="list-style-type: none"> 1. The nation-state concept 2. Colonialism and imperialism 3. Federal and unitary states <p>SWBAT define and provide examples of colonialism. SWBAT describe the influence that various European countries had in African colonies.</p>

Week 2: December 7 - 12

Monday	Tuesday	Wednesday	Thursday	Friday
<p>CRS: B. Evolution of the contemporary political pattern</p> <ol style="list-style-type: none"> 1. The nation-state concept 2. Colonialism and imperialism 3. Federal and unitary states <p>Objective(s): SWBAT define imperialism. SWBAT compare and contrast imperialism and colonialism. SWBAT define the meaning of a federal state and a unitary state. SWBAT list the pros and cons of each type of government.</p>	<p>CRS: B. Evolution of the contemporary political pattern</p> <ol style="list-style-type: none"> 1. The nation-state concept 2. Colonialism and imperialism 3. Federal and unitary states <p>Objective(s): SWBAT define factors and effects of the break-up of states in Europe. SWBAT provide examples of fragmentation and unification.</p>	<p>CRS: C. Challenges to inherited political–territorial arrangements</p> <ol style="list-style-type: none"> 1. Changing nature of sovereignty 2. Fragmentation, unification, alliance 3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment 4. Electoral geography, including gerrymandering <p>Objective(s): SWBAT evaluate the most effective form of government based on a state’s physical shape.</p>	<p>CRS: C. Challenges to inherited political–territorial arrangements</p> <ol style="list-style-type: none"> 1. Changing nature of sovereignty 2. Fragmentation, unification, alliance 3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment 4. Electoral geography, including gerrymandering <p>Objective(s): SWBAT define fragmentation and unification.</p>	<p>Interim – No Class</p>

Week 3: December 15 - 19

Monday	Tuesday	Wednesday	Thursday	Friday
<p>B. Evolution of the contemporary political pattern</p> <ol style="list-style-type: none"> 1. The nation-state concept 2. Colonialism and imperialism 3. Federal and unitary states <p>SWBAT analyze water territories and draw conclusions about the effects these boundaries may have between countries.</p>	<p>CRS: B. Evolution of the contemporary political pattern</p> <ol style="list-style-type: none"> 1. The nation-state concept 2. Colonialism and imperialism 3. Federal and unitary states <p>Objective(s): SWBAT define “alliance.” SWBAT discuss the qualities associated with each alliance group individually. SWBAT describe the differences in political structure attributed to each alliance group individually. SWBAT explain the powers that countries are allowed and not allowed to have as members of each group.</p>	<p>CRS: C. Challenges to inherited political–territorial arrangements</p> <ol style="list-style-type: none"> 1. Changing nature of sovereignty 2. Fragmentation, unification, alliance 3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment 4. Electoral geography, including gerrymandering <p>Objective(s): SWBAT describe the process of land surveying associated with the 1785 Land Ordinance. SWBAT compare the survey system to lines of longitude and latitude. SWBAT explain survey system maps and graphs.</p>	<p>CRS: C. Challenges to inherited political–territorial arrangements</p> <ol style="list-style-type: none"> 1. Changing nature of sovereignty 2. Fragmentation, unification, alliance 3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment 4. Electoral geography, including gerrymandering <p>Objective(s): SWBAT evaluate the cultural and political effects of antecedent boundaries and subsequent boundaries. SWBAT define major water territory boundaries. SWBAT locate water territories on a map and determine their impact on a country’s internal culture.</p>	<p>No Class</p>

Week 4: January 5 - 9

Monday	Tuesday	Wednesday	Thursday	Friday
<p>CRS: C. Challenges to inherited political–territorial arrangements 3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment</p> <p>Objective(s): SWBAT define antecedent boundaries and subsequent boundaries.</p>	<p>CRS: All from Unit Four</p> <p>Objective(s): Review For Exam</p> <p>SWBAT demonstrate an understanding of all objectives through exam review activities.</p>	<p>CRS: All from Unit Four</p> <p>Objective(s): Review For Exam</p> <p>SWBAT demonstrate an understanding of all objectives through exam review activities.</p>	<p>CRS: All from Unit Four</p> <p>Objective(s): Review For Exam</p> <p>SWBAT demonstrate an understanding of all objectives through exam review activities.</p>	<p>CRS: All from Unit Four</p> <p>Objective(s): Review For Exam</p> <p>SWBAT demonstrate an understanding of all objectives through exam review activities.</p>

PLEASE DO NOW: PLEASE PASS YOUR HW TO THE RIGHT

1. Review / skim paragraphs 1 – 6 (we already read this part in our last unit).

2. Then, read and annotate paragraphs 7 – 15. In your notebook, answer the following question: Besides ancient religious issues, what are the issues that contribute to unrest among the groups discussed in the article? Use 2 pieces of evidence to support your answer.

READ 264 – 265

Take notes on two main ideas from each of the four sections.

WITH YOUR PARTNER

1. Read articles and annotate for information regarding culture and governmental procedures.
2. As a pair (on one sheet of paper), argue whether or not the geography in question should be considered ONE state or TWO states; use at least three direct quotes from your textbook and articles as evidence.

Stage 1—Desired Results

Standards:

Common Core State Standards: The following standards are taken directly from the Common Core State Standards ELA Literacy Reading Informational Texts and History and Social Studies Texts grades 9 – 10. While CCSS standards will be spiraled throughout the year, below are the standards that will be the focus of unit 1.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Common Core State Standards: The following standards are taken directly from the Common Core State Standards ELA Literacy Writing grades 9 – 10. While CCSS standards will be spiraled throughout the year, below are the standards that will be the focus of unit 1.

CCSS.ELA-Literacy.WHST.9-10.1.a

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.WHST.9-10.1.b

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-Literacy.WHST.9-10.1.c

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Enduring Understandings:

Students will understand that...

Classroom procedures will allow each student to work independently.

Savvy use of technology is essential for success in college.

Reading Non-fiction is necessary for college and beyond.

Community service is a requirement for HS graduation and a way to carve our path in the world and create our perspective of the world around us.

Making money is not the only wealth to acquire.

Geography is different than history and has a significant role in human behavior.

World perspective is dependent on the individual and one's own experiences and learning.

Essential Questions:

What tools are necessary to be successful in World Studies/Geo? (How to read a textbook, use email, google docs, HW policy, A/B days)

What is the importance of reading? Why is non-fiction specifically important??

What is the importance of community service at Muchin and beyond?

How do choices of community service effect one as a citizen and person?

Why is geography important to success in college?

How is one's perspective of the world shaped?

What does being a citizen of the world mean to the world at large??

Objectives	
<p><i>(Knowledge) Students will know...</i></p> <p>How to independently navigate World Studies/Geography.</p> <p>Reading growth expectations for 9th grade non-fiction (according to e3k)</p> <p>How and when to log community service hours through YouTopia.</p> <p>How to write professional emails to teachers using their MCP email.</p> <ul style="list-style-type: none"> • Difference between primary and secondary sources and how they help us as researchers. <p><i>How to define:</i> Community, Professionalism, Citizen of the world, International, Textbook, Purpose, perspective, individual, citizen,</p>	<p><i>(Skills/Abilities) Students will be able to...</i></p> <p>Describe a successful Scholar at MCP. Without being told what to do? No reminders??</p> <p>Demonstrate what is necessary to be successful in WCG.</p> <p>Give examples of why it is important to be a strong non-fiction reader Differentiate between reading non-fiction and fiction(articulate ideas, Annotate, question)</p> <p>Demonstrate professionalism through email.</p> <p>Demonstrate the use of YouTopia.</p> <p>Differentiate between different perspectives on same topic.</p> <p>Speak in a group discussion with confidence and poise.</p>
Stage 2—Assessment Evidence	
<p>Performance Tasks:</p> <p>Email HW assignment to assess proper use of google doc and professional email.</p> <p>Discussion, Debate</p>	<p>Other Evidence:</p> <p>Weekly article analysis</p> <ul style="list-style-type: none"> - Students will read, comprehend, and analyze high-level current events articles that connect to geography <p>Weekly quiz to asses vocabulary</p> <p>Participation in discussion circles</p>
Stage 3—Learning Plan	
<p>Learning Activities:</p> <p>Achieve 3000 weekly, Discussion circles/groups, Presentation of assignments</p>	
Stage 4 – Reflection	

Unit Plan Calendar

Week 0				
Monday Aug 18 th	Tuesday Aug 19 th	Wednesday Aug 20 th	Thursday Aug 21 st	Friday Aug 22 nd
<p>CRS:</p> <ul style="list-style-type: none"> Objective(s): <p>SWBAT—</p> <ul style="list-style-type: none"> Perform classroom procedures Describe WC&G course expectations Evaluate the benefits of taking an WC&G course <p>FA: Exit Ticket giving scenarios to answer</p>	<p>CRS:</p> <p>Objective(s):</p> <p>SWBAT—</p> <ul style="list-style-type: none"> Perform classroom procedures Describe WC&G course expectations Evaluate the benefits of taking an WC&G course 	<p>CRS:</p> <p>Objective(s):</p> <p>SWBAT—</p> <ul style="list-style-type: none"> 	<p>No School</p> <p>Freshman College Trip</p>	<p>No School, PD</p>

Week 1				
Monday Aug 25 th	Tuesday Aug 26 th	Wednesday Aug 27 th	Thursday Aug 28 th	Friday Aug 29 th
<p>CRS: CCSS.ELA-Literacy.RH.9-10.9</p> <p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Objective(s):</p> <p>SWBAT—Identify and describe location of Continents and Oceans on a world map.</p> <p>&</p> <p>Define Geography, latitude & Longitude.</p>	<p>CRS: CCSS.ELA-Literacy.RH.9-10.9</p> <p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Objective(s):</p> <p>SWBAT—Identify and describe location of Continents and Oceans on a world map.</p> <p>&</p> <p>Define Geography, latitude & Longitude.</p>	<p>CRS:</p> <p>Objective(s):</p> <p>SWBAT—Identify and describe location of Continents and Oceans on a world map.</p> <p>&</p> <p>Define Geography, latitude & Longitude.</p>	<p>No Classes</p> <p>Pre EPAS</p>	<p>No Classes</p> <p>Pre EPAS</p>

Week 2

Monday	Tuesday Sep 2 nd	Wednesday Sep 3 rd	Thursday Sept 4 th	Friday Sept 5 th
Holiday, No School!	CRS: Quiz on World Map Objective(s): SWBAT--Students will be able to identify Five Themes of Geography and describe its importance.	CRS: Quiz on World Map Objective(s): SWBAT--Students will be able to identify Five Themes of Geography and describe its importance.	CRS: CCSS.ELA-Literacy.WHST.9-10.1.c Objective(s): <ul style="list-style-type: none"> • SWBAT— Effectively use the headings of their textbook in order to provide accurate answers to questions asked about chapter readings 	CRS: Objective(s): SWBAT —Strengthen their typing skill

Topic: Introduction to Geography **Dates:** Week 4, 5, 6, 7 Sep 2nd to Sep 26th

Stage 1—Desired Results

Standards:

Common Core State Standards: The following standards are taken directly from the Common Core State Standards ELA Literacy Reading Informational Texts and History and Social Studies Texts grades 9 – 10. While CCSS standards will be spiraled throughout the year, below are the standards that will be the focus of unit 1.

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CCSS.ELA-Literacy.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Common Core State Standards: The following standards are taken directly from the Common Core State Standards ELA Literacy Writing grades 9 – 10. While CCSS standards will be spiraled throughout the year, below are the standards that will be the focus of unit 1.

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Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.WHST.9-10.1.b

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-Literacy.WHST.9-10.1.c

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Enduring Understandings:

Students will understand that...

Essential Questions:

<p>The location of the seven continents and the large bodies of water that surround them.</p> <p>Geographers use maps to display the location of places and objects.</p> <p>Global studies examines connections between nations and peoples and studies the trends that shape our lives.</p> <p>Regions are formed based on distinguishable characteristics in culture, environments, and economies that overlap.</p> <p>The differences among places affect one another in human-environment interactions.</p> <p>Understanding the thoughts, feelings, and motivations of other people</p>	<p>2. How is each point on Earth unique?</p> <p>3. Why are different places similar?</p> <p>4. How does geography affect me?</p> <p>5. How does geography affect contemporary issues in our world?</p> <p>6.What is social perspective?</p> <p>How did civilizations start?</p> <p>What is the purpose of government?</p>
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Objectives

<p><i>(Knowledge) Students will be able to...</i></p> <ul style="list-style-type: none"> • geographical technologies, such as GPS and GIS • the definitions of “geography” and “human geography” from various academic definitions • • differentiate between large scales and small scales • The similarities and differences between place, site, and situation • The five themes (location, place, human-environment interactions, movement, and regions) contribute to geographers’ spatial perspectives. These themes are evident in all aspects of life – including our lives in Chicago. • Location of 7 continents and major bodies of water • Define:hierarchical, relocation, and expansion diffusion, cultural landscape, environmental determinism, formal, functional, and vernacular regions, GIS, GPS, globalization, longitude, latitude, location, mental map, place, physiological density, , projection, remote sensing, scale, site, situation, space,. 	<p><i>(Skills/Abilities) Students will be able to...</i></p> <ul style="list-style-type: none"> • Provide examples of Global Studies in their everyday lives and in current events from around the world • Summarize information collected from primary or secondary sources • Analyze the importance of examining maps and spatial data as a key geographical skill • Analyze how various places are connected through spatial perspective • Determine how regions are determined and why it is sometimes difficult to define regions • Effectively use the headings of their textbook in order to provide accurate answers to questions asked about chapter readings • Speak in a group discussion with confidence and poise
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Stage 2—Assessment Evidence

<p>Performance Tasks:</p> <p><u>My World: Part 1:</u> students will create a country that has specific requirements that are aligned with the unit objectives. For example, they will add three different types of regions to their countries that show me they understand the distinction between the different types of regions.</p> <p>Search for articles and analyze why it is related to classroom reading.</p>	<p>Other Evidence:</p> <p>Weekly comprehension quizzes.</p> <p>Weekly article analyses</p> <ul style="list-style-type: none"> - Students will read, comprehend, and analyze high-level current events articles that connect to geography and world cultures.
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Find Primary and secondary sources and present to the class why it is different.	Socratic Seminars - Students will have graded discussions based off of a Free Response Question that are related to E3K articles and textbook.
Stage 3— Learning Plan	
Learning Activities:	
Stage 4 – Reflection	

Week 3				
Monday Sep 8 th	Tuesday Sep 9 th	Wednesday Sep 10 th	Thursday Sept 11 th	Friday Sept 12 th
<ul style="list-style-type: none"> Objective(s): Effectively use the headings of their textbook in order to provide accurate answers to questions asked about chapter readings 	<ul style="list-style-type: none"> Objective(s): Effectively use the headings of their textbook in order to provide accurate answers to questions asked about chapter readings 	<ul style="list-style-type: none"> Objective(s): identify different viewpoints on terrorism in America 	CRS: (s) and counterclaims. <ul style="list-style-type: none"> Objective(s): identify different viewpoints on terrorism in America 	CRS: Objective(s): SWBAT—

Week 4				
Monday Sept 15 th	Tuesday Sept 16 th	Wednesday Sept 17 th	Thursday Sept 18 th	Friday Sept 19 th
CRS: Objective(s): SWBAT Identify and apply the five themes of geography to their Neighborhood	CRS: Objective(s): Identify and apply the five themes of geography to their Neighborhood	CRS: Objective(s): Identify and apply the five themes of geography to their Neighborhood	CRS: Objective(s): Identify and apply the five themes of geography to their Neighborhood	CRS: Objective(s): Identify and apply the five themes of geography to their Neighborhood

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Week 5				
Monday Sept 22 nd	Tuesday Sept 23 rd	Wednesday Sept 24 th	Thursday Sept 25 th	Friday Sept 26 th
CRS: Objective(s): SWBAT identify images from their neighborhood and apply it to the Five Themes	CRS: Objective(s): SWBAT identify images from their neighborhood and apply it to the Five Themes	CRS: Objective(s): SWBAT navigate Achieve 3000 effectively in order to provide evidence for class discussions.	CRS: Objective(s): SWBAT navigate Achieve 3000 effectively in order to provide evidence for class discussions.	CRS: Objective(s):

Week 6				
Monday Sept 29 th	Tuesday Sept 30 th	Wednesday Oct 1 st	Thursday Oct 2 nd	Friday Oct 3 rd
CRS: Objective(s): SWBAT navigate Achieve 3000 effectively in order to provide evidence for class discussions.	CRS: Objective(s): SWBAT navigate Achieve 3000 effectively in order to provide evidence for class discussions.	CRS: Objective(s): SWBAT Explain how latitude and longitude are used to locate points on earth's surface	CRS: Objective(s): SWBAT Explain how latitude and longitude are used to locate points on earth's surface	CRS: Objective(s):

Week 7				
Monday Oct 6 th	Tuesday Oct 7 th	Wednesday Oct 8 th	Thursday Oct 9 th	Friday
CRS: Objective(s): SWBAT Identify geographic characteristics & Identify the three types of region	CRS: Objective(s): SWBAT Identify geographic characteristics & Identify the three types of region	CRS: Objective(s): Define and apply the geographic meaning of culture.	CRS: Objective(s): Define and apply the geographic meaning of culture.	CRS: Objective(s):

Topic: **Q2--Unit 2 Basic Concepts** Dates: **Week 10, 11, 12, 13** Oct 27th to Nov 14th

Stage 1—Desired Results

Standards:

MID, SUP, MOW

CCSS.ELA-Literacy.CCRA.R.1

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

CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text

<p>Enduring Understandings: <i>Students will understand that...</i></p> <p><i>Geography is a spatial Science and involves a lot of human judgment</i></p> <p><i>Geographers use maps to display the location of objects</i></p> <p><i>Geographers use maps to extract information about places</i></p> <p><i>Every place on earth is in some respects unique</i></p> <p><i>Different places on earth are connected to each other (Globalization)</i></p>	<p>Essential Questions:</p> <p>How do Geographers describe where things are?</p> <p>Why is each point on earth unique?</p> <p>Why are different places similar?</p> <p>Why are some Human Actions not sustainable?</p>
Objectives	
<p><i>(Knowledge) Students will be able to...</i></p> <ul style="list-style-type: none"> • Locate specific places on maps • Identify the essential elements on maps • Create a map of their own neighborhood • Describe latitude and longitude • Differentiate between different regions • Identify common elements that separate regions 	<p><i>(Skills/Abilities) Students will be able to...</i></p> <ul style="list-style-type: none"> • Explain early maps and contemporary maps • Describe the role in map making and projections in making maps. • Describe how latitude and longitude are used to locate points on Earth’s surface. • Identify contemporary tools such as GIS and GPS • Identify geographic characteristics of places (toponym, site & situation) • Identify the three types of regions • Describe two geographic definitions of culture. • Describe different ways in which geographers approach aspects of cultural identity such as gender, ethnicity, and sexuality • Describe how characteristics can spread across space over time through diffusion.
Stage 2—Assessment Evidence	
<p>Performance Tasks:</p> <p><u>My World: Part 1:</u> students will create a country that has specific requirements that are aligned with the unit objectives. For example, they will add three different types of regions to their countries that show me they understand the distinction between the different types of regions.</p> <p>They will create a graphic scale and show location of their place.</p>	<p>Other Evidence:</p> <p>Bi-monthly comprehension quizzes.</p> <p>Weekly article analyses</p> <ul style="list-style-type: none"> - Students will read, comprehend, and analyze high-level current events articles that connect to geography and world cultures. <p>Socratic Seminars</p> <ul style="list-style-type: none"> - Students will have graded discussions based off of a Free Response Question that are related to E3K articles and textbook.
Stage 3—Learning Plan	
<p>Learning Activities:</p>	

Stage 4 – Reflection

Week10				
Monday 10.27	Tuesday 10.28	Wednesday 10. 29	Thursday 10.30	Friday 10.31
<p>CRS: MID & SUP</p> <p>Objective(s): SWBAT describe how geographers describe where things are on earth. (review of Ch 1 material)</p> <p>SWBAT meet required one article minimum on e3k</p>	<p>CRS: MID & SUP</p> <p>Objective(s): SWBAT describe how geographers describe where things are on earth. (review of Ch 1 material)</p> <p>SWBAT meet required one article minimum on e3k</p>	<p>CRS: MID & SUP & MOW</p> <p>Objective(s): SWBAT identify geographic characteristics of places, including toponym, site, and situation</p> <p>SWBAT Identify the three types of Region</p>	<p>CRS: MID & SUP & MOW</p> <p>Objective(s): SWBAT identify geographic characteristics of places, including toponym, site, and situation</p> <p>SWBAT Identify the three types of Region</p>	<p>CRS:</p> <p>Objective(s):</p>

Week 11				
Monday 11.3	Tuesday 11.4	Wednesday 11.5	Thursday 11.6	Friday 11.7
<p>CRS: CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Objective(s): SWBAT Asses their knowledge of Chapter one Quiz</p> <p>SWBAT meet required one article minimum on e3k</p>	<p>CRS: CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Objective(s): SWBAT Asses their knowledge of Chapter one Quiz</p> <p>SWBAT meet required one article minimum on e3k</p>	<p>CRS: CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Globalization!!</p> <p>Objective(s): SWBAT Give examples of changes in economy and culture occurring at global and local scale.</p> <p>SWBAT Apply Globalization to other parts of the world</p>	<p>CRS: CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Globalization!!</p> <p>Objective(s): SWBAT Give examples of changes in economy and culture occurring at global and local scale.</p> <p>SWBAT Apply Globalization to other parts of the world</p>	<p>CRS:</p> <p>Objective(s):</p> <p>RCPU</p>

Week 12				
Monday 11.10	Tuesday 11.11	Wednesday 11.12	Thursday 11.13	Friday 11.14

<p>CRS: CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Objective(s): Review Chapter One</p> <p>SWBAT Create a study guide to review Chapter one information</p>	<p>CRS: CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Objective(s): Review Chapter one</p> <p>SWBAT Create a study guide to review Chapter one information</p>	<p>CRS:</p> <p>Objective(s): Exam</p> <p>SWBAT meet required one article minimum on e3k</p>	<p>CRS:</p> <p>Objective(s): Exam</p> <p>SWBAT meet required one article minimum on e3k</p>	<p>CRS:</p> <p>Objective(s):</p>
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Week 13				
Monday 11.17	Tuesday 11.18	Wednesday 11.19	Thursday 11.20	Friday 11.21
<p>CRS: CCSS.ELA-Literacy.CCRA.R.1 Analyze text structure (problem/solution)</p> <p>Objective(s): One month check in on our Lexile growth.</p> <p>Social Studies Content: Shortage of fresh water around the world has led to multiple solutions to “fix” the problem</p> <p>Social Studies Skill: Identify skills needed for doing research. Identify trustworthy websites when doing academic research.</p> <p>Exit: KWL Chart</p>	<p>CRS: CCSS.ELA-Literacy.CCRA.R.1 Analyze text structure (problem/solution)</p> <p>Objective(s): One month check in on our Lexile growth.</p> <p>Social Studies Content: Shortage of fresh water around the world has led to multiple solutions to “fix” the problem</p> <p>Social Studies Skill: Identify skills needed for doing research. Identify trustworthy websites when doing academic research.</p> <p>Exit: KWL Chart</p>	<p>CRS: CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Objective(s): SWBAT meet required one article minimum on e3k—Water Worries</p> <p>Social Studies Content: Shortage of fresh water around the world has led to multiple solutions to “fix” the problem</p> <p>Exit ticket: “Why isn't there enough fresh water on Earth? What can be done about this problem?”</p>	<p>CRS: CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Objective(s): SWBAT meet required one article minimum on e3k—Water Worries</p> <p>Social Studies Content: Shortage of fresh water around the world has led to multiple solutions to “fix” the problem</p> <p>Exit ticket: “Why isn't there enough fresh water on Earth? What can be done about this problem?”</p>	<p>CRS: CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Objective(s): SWBAT Identify Problem/solution & causes/effect to water shortage through film.</p>



Topic: **Q2--Unit 3 Population and Health** Dates: **Week 15, 16, 17, 18** Dec 1st End of Semester

Stage 1—Desired Results

Standards:
MID, SUP, MOW
 CCSS.ELA-Literacy.CCRA.R.1
 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 CCSS.ELA-Literacy.CCRA.R.2
 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 CCSS.ELA-Literacy.CCRA.R.3
 Analyze how and why individuals, events, or ideas develop and interact over the course of a text

Enduring Understandings:
Students will understand that...

Global population is concentrated in a few places on earth

Population increases with births, and decreases with deaths

There is a strong relationship/correlation between

Understand reasons for variations in health between developed and developing counties

Understanding the size, distribution, and changes of Earth’s human population is an important part of geography

Essential Questions:

Where is the world’s population distributed?

Why is global population increasing?

Why does population growth vary among regions?

Why do some regions face health threats?

Objectives

- | | |
|--|--|
| <p><i>(Knowledge) Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe regions where population is clustered and where it is sparse. • Define three types of density used in population geography. • Understand how to measure births and deaths through CBR and CDR. • Understand how to read a population pyramid. • Describe the four stages of the demographic transition. • Summarize two approaches to reducing birth rates. • Summarize Malthus’s argument about the relationship between population and resources. • Summarize the four stages of the epidemiologic transition. • Describe the diffusion of AIDS. • Understand reasons for variations in health care between developed and developing countries. • Understand reasons for variations in health between developed and developing countries. | <p><i>(Skills/Abilities) Students will be able to...</i></p> <ul style="list-style-type: none"> • |
|--|--|

Stage 2—Assessment Evidence

Performance Tasks:	Other Evidence:
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<p>The “Village of 100”</p> <p>Numerous examples on the web and in the text introduce the concepts of the world’s population as a “global village.” The elementary concept of percentages is dramatized by imagining the world has a population of only 100. This concept is most frequently attributed to Donella Meadow’s “State of the Village” (1990). Beware: While there are many versions of this “village” on the Internet, not all are accurate. It is easiest to use reliably sourced data to construct your own village of 100.</p> <p>With a large enough class you might consider having the students play out the village on a virtual map. I have started a class by handing out 100 note cards to students in a large lecture class with different information on each card. The students then arranged themselves in an outside common area according to the categories on the cards (world regions, more developed/less developed, etc).</p>	<p>Bi-monthly comprehension quizzes.</p> <p>Weekly article analyses</p> <ul style="list-style-type: none"> - Students will read, comprehend, and analyze high-level current events articles that connect to geography and world cultures. <p>Socratic Seminars</p> <ul style="list-style-type: none"> - Students will have graded discussions based off of a Free Response Question that are related to E3K articles and textbook.
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Stage 3— Learning Plan

Learning Activities:

Stage 4 – Reflection

Week 14				
Monday 11.24	Tuesday 11.25	Wednesday 11.26	Thursday 11.27	Friday 11.28
<p>CRS: Speaking and listening skills.</p> <p>SWBAT present their research from last week on water shortage, and what we need to do to help conserve water</p> <p>Exit: reflect on something new they learned from classmate presentations.</p>	<p>CRS: Speaking and listening skills.</p> <p>SWBAT present their research from last week on water shortage, and what we need to do to help conserve water</p> <p>Exit: reflect on something new they learned from classmate presentations</p>	<p>CRS:</p> <ul style="list-style-type: none"> • Objective(s): 	<div style="background-color: black; color: white; padding: 10px; border-radius: 15px; display: inline-block;">Thanksgiving break</div>	

Week 15				
Monday 12.1	Tuesday 12.2	Wednesday 12.3	Thursday 12.4	Friday 12.5
<p>CRS:</p> <ul style="list-style-type: none"> • Objective(s): • SWBAT Describe regions where population is 	<p>CRS:</p> <ul style="list-style-type: none"> • Objective(s): SWBAT Describe regions where 	<p>CRS:</p> <ul style="list-style-type: none"> • Objective(s): SWBAT locate the main points of a complicated text 	<p>CRS:</p> <ul style="list-style-type: none"> • Objective(s): SWBAT locate the main points of a complicated text 	<p>CRS:</p> <p>Objective(s):</p>

<p>clustered and where it is sparse.</p> <ul style="list-style-type: none"> • SWBAT Define three types of density used in population geography. • SWBAT: Understand the importance of collecting population distribution around the world in the USA. 	<p>population is clustered and where it is sparse.</p> <ul style="list-style-type: none"> • SWBAT Define three types of density used in population geography. • SWBAT: Understand the importance of collecting population distribution around the world in the USA. 			
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Week 16

Monday 12.8	Tuesday 12.9	Wednesday 12.10	Thursday 12.11	Friday 12.12
<p>CRS:</p> <ul style="list-style-type: none"> • Objective(s): SWBAT locate the main points of a complicated text <p>SWBAT meet required one article minimum on e3k</p>	<p>CRS:</p> <ul style="list-style-type: none"> • Objective(s): SWBAT locate the main points of a complicated text <p>SWBAT assess their mid-year Lexile score</p>	<p>CRS:</p> <p>SWBAT assess their mid-year Lexile score</p>	<p>CRS:</p> <p>Half Day</p> <ul style="list-style-type: none"> • Objective(s): • SWBAT Describe regions where population is clustered and where it is sparse and what they have in common. • SWBAT Define three types of density used in population geography. 	<p>CRS:</p> <p>Objective(s):</p> <p>No Classes</p>

Week 17

Monday 12.15	Tuesday 12.16	Wednesday 12.17	Thursday 12.18	Friday 12.19
<p>CRS:</p> <ul style="list-style-type: none"> • Objective(s): • SWBAT Describe regions where population is clustered and where it is sparse and what they have in common. • SWBAT Define three types of density used in population geography. 	<p>CRS:</p> <ul style="list-style-type: none"> • Objective(s): • SWBAT Describe regions where population is clustered and where it is sparse and what they have in common. • SWBAT Define three types of density used in population geography. 	<p>CRS:</p> <p>Objective(s):</p>	<p>CRS:</p> <p>Objective(s):</p> <p>Half Day</p>	<p>CRS:</p> <p>Objective(s):</p> <p>No Classes</p>

Q3-Unit 4: Human Migration January 20th to Feb 20th—Weeks 20, 21 22, 23, 24

Stage 1—Desired Results

Standards:

MID, SUP, MOW

CCSS.ELA-Literacy.CCRA.R.1

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

CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text

Enduring Understandings:

Students will understand that...

- All humans are linked through their common origins in Africa.
- People migrate to find work, seek refuge, political and religious persecution.
- Factors that stimulate migration: conflict, economic conditions, political strife, cultural circumstances, environmental change, and technological advances.
- Voluntary migrants are stimulated by “pull” as well as “push” factors.
- Forced migrations result from the imposition of power by stronger peoples over weaker ones.

Essential Questions:

- What is human migration?
- What effects does Migration have on culture and language?
- Where are migrants distributed?
- Who migrates?
- Why do people migrate?
- Why do migrants face obstacles?
- Why do some countries have more migrants than others?

Objectives

(Knowledge) Students will be able to...

3.1—Where are migrants distributed? Background/Basics

- **Summarize** how and why early humans migrated out of Africa and across the Earth’s varied landscapes.
- **Discuss** the kinds of evidence scholars use to trace the paths of early human migrations—including oral histories, creation myths, historical linguistic evidence, archaeological evidence, and contemporary spoken language.
- **Describe** the difference between international and internal migration.

3.2—Where do people Migrate? Specific Events/Include personal stories

- **Describe** interregional migration in Russia and Canada, and in China and Brazil.
- **Explain** differences among the three forms of intraregional migration.

3.3—Why do People Migrate?

- Provide examples of political, environmental, and economic push and pull factors.

3.4—Why do Migrants face obstacles

- **Identify** the types of immigrants who are given preference to enter the United States.
- **Describe** the population characteristics of unauthorized immigrants to the United States.
- **Describe** characteristics of immigrants to the United States.
- **Compare** American and European attitudes towards immigrants.

(Skills/Abilities) Students will be able to...

- **Identify clear main ideas in a complex non-fiction text on migration.**
- **Identify** the principle sources of immigrants during the three main eras of U.S. immigration.
- Create a chart that maps migrations of different peoples.
- Identify different reasons why people migrate (environmental, financial, political, etc.)
- Analyze the effect that migration has on the migrant and the communities to which they migrate.

Vocabulary: <ul style="list-style-type: none"> • [Human] migration--a form of relocation diffusion involving a permanent move to a new location. • Mobility • Internal Migration • International Migration (External Migration) • Emigration (From a location) • Immigration (To a location) • Refugee (asylum seeker) • Migrant worker • Forced Migration • Pull factors • Push factors • Refugees • Unauthorized immigration • Voluntary migration 		
Stage 2—Assessment Evidence		
Performance Tasks: Online simulation of refugee journey: <i>Against All Odds</i> Special case studies on Migration (Immigration & Emigration stories) Essay: “Does Migration positively or negatively affect our globe”		Other Evidence: Quizzes Achieve 3000 Do Now’s ad Exit Tickets Exams.
Stage 3—Learning Plan		
Learning Activities:		
Stage 4 – Reflection		

Week 20				
Monday	Tuesday	Wednesday	Thursday	Friday
NO SCHOOL MLK Jr Day	CRS: <ul style="list-style-type: none"> • Objective(s): SWBAT: Summarize how and why early humans migrated out of Africa and across the Earth’s varied landscapes.	CRS: Objective(s): SWBAT: Summarize how and why early humans migrated out of Africa and across the Earth’s varied landscapes.	CRS: Objective(s): Summarize how and why early humans migrated out of Africa and across the Earth’s varied landscapes. Discuss the kinds of evidence scholars use to trace the paths	CRS: Objective(s): Summarize how and why early humans migrated out of Africa and across the Earth’s varied landscapes. Discuss the kinds of evidence scholars use to trace the paths

			of early human migrations— including oral histories, creation myths, historical linguistic evidence, archaeological evidence, and contemporary spoken language.	of early human migrations— including oral histories, creation myths, historical linguistic evidence, archaeological evidence, and contemporary spoken language.
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Week 21				
Monday	Tuesday	Wednesday	Thursday	Friday
CRS: Objective(s): SWBAT Discuss the kinds of evidence scholars use to trace the paths of early human migrations— including oral histories, creation myths, historical linguistic evidence, archaeological evidence, and contemporary spoken language.	CRS: Objective(s): Discuss the kinds of evidence scholars use to trace the paths of early human migrations— including oral histories, creation myths, historical linguistic evidence, archaeological evidence, and contemporary spoken language.	CRS: Objective(s):	CRS: Objective(s):	CRS: Objective(s):

Year at a Glance: 2014-2015
Global Studies

Unit Name: Unit Zero	Unit Name: Unit 1-Intro to Geography	Unit Name: Unit 2—Population and Health	Unit Name: Unit 3--Migration	Unit Name: Unit 4—Language and Religion
Dates: Aug 18 th to Sept 5 th	Dates: Sept 8 th to Sept 26 th	Dates: Nov 3 rd Nov 28 th	Dates: January 19 th to	Dates:
Enduring Understandings: Who am I against the world? The world doesn't revolve around you. Location of continents and oceans. Primary secondary sources What is Perspective? What is the western perspective?	Enduring Understandings: Geographers use maps to display the location of places and objects. Global studies examines connections between nations and peoples and studies the trends that shape our lives. Regions are formed based on distinguishable characteristics in culture, environments	Enduring Understandings: Population distribution Where is the world's population Distributed? Why is global population increasing? Why do population growth vary among regions?	Enduring Understandings: Where are migrants distributed? Why do some countries have more migrants then others? Why do people migrate? Reasons for migrating Migrating to find work. Why do Migrants face obstacles? US Migration patterns.	Enduring Understandings: Where are languages distributed? Classification of languages, distribution of language families (branches) Why is English related to other languages? Origin, and diffusion of language families, (language vs Dialect) Where are languages distributed?

	<p>The differences among places affect one another in human-environment interactions.</p> <p>Understanding the thoughts, feelings, and motivations of other people</p> <p>What is Government and its purpose?</p> <p>Examine September 11th and sequence of events AFTER.</p> <p>Achieve 3000</p> <p>Introduce the Personal Geography project</p>	<p>Why do some Populations/regions face health threats?</p>		<p>Ethnic religions?</p> <p>Why do religions have different distributions? Origin of religion?</p> <p>Why do territorial conflicts arise among religious groups? Religion vs Religion Religion vs Government</p>
<p>Essential Questions:</p>	<p>Essential Questions:</p>	<p>Essential Questions:</p>	<p>Essential Questions:</p>	<p>Essential Questions:</p>

<p>Unit Name:</p>	<p>Unit Name:</p>	<p>Unit Name:</p>	<p>Unit Name:</p>	<p>Unit Name:</p>
<p>Dates:</p>	<p>Dates:</p>	<p>Dates:</p>	<p>Dates:</p>	<p>Dates:</p>
<p>Enduring Understandings:</p>	<p>Enduring Understandings:</p>	<p>Enduring Understandings:</p>	<p>Enduring Understandings:</p>	<p>Enduring Understandings:</p>
<p>Essential Questions:</p>	<p>Essential Questions:</p>	<p>Essential Questions:</p>	<p>Essential Questions:</p>	<p>Essential Questions:</p>



Global Studies Agenda October 29th

Objective: SWBAT: Differentiate between early maps of the 1600s and contemporary maps.

CRS: MID 401: SWBAT identify clear main ideas or purposes of complex passages or their paragraphs

(10) Do Now: Students begin by reading silently from their textbook about the craft of mapmaking. They will take notes using a guided note worksheet. Teacher models how to take notes on the Elmo before students begin.

(20) Activity: Using what they learned from class notes, students line up with different groups depending on their answers to the note-taking questions. The different lines discuss their answers and someone reports out that answer. Teacher guides students to a consensus.

(20) Teacher leads students through notes about mapmaking. Teacher gives a visual continuum on the difference between BCE/CE.

(20) In partners, students begin plotting things on two different maps, BCE & CE, using a reading that describes common places of 1618 and 2014.

Homework: Child Labor article that requires students to identify places on a map in the world where child labor is prevalent.



Name: _____ Prd: _____ A/B

Ms. Shadid—Global Studies

DUE Date: _____

My Neighborhood—Five themes

Consider this project as a way for you to introduce your neighborhood to someone who has never been there, but would like to know what it's like to live there. You will introduce your neighborhood by applying the five themes of Geography. Students will plan out an exploratory journey of their neighborhood from a 1.) Geographic perspective & 2.) A personal perspective and then develop a poster board using pictures from your community/ neighborhood.

Requirements:	Check off
<ul style="list-style-type: none"> • Come up with a creative title introducing your neighborhood (appropriate title) 	
<ul style="list-style-type: none"> • Must have five images for your personal perspective—need to include a short caption explaining its significance that image has to your neighborhood according to you. (Neatly written or typed) 	
<ul style="list-style-type: none"> • Five images that represents the <i>five themes of Geography.</i> <ul style="list-style-type: none"> ○ This part of the project is where you apply your knowledge of the five themes. ○ <i>Each picture needs to have 4 to 6 sentence explaining how that image represents a theme of geography (neatly written or typed) and attached to the image. This is where most of your points will be given.</i> ○ These images need to come from your neighborhood. 	
<ul style="list-style-type: none"> • Must have at least 10 images total! 	
<ul style="list-style-type: none"> • All images need to be fastened to a poster board (Medium size board) 	
<ul style="list-style-type: none"> • Poster board must be neatly put together, include a creative title, must be colorful, and visually appealing. 	



Name: _____ Prd: _____ A/B

Ms. Shadid–Global Studies

DUE Date: _____

		Exceed Standards 9 to 10 points	Meet Standards-Approaches Standards 6 to 8 points	Do Not Meet Standards 0-5 points	Points
My Neighborhood Project	<i>Content</i>	<ul style="list-style-type: none"> • <i>Exceptional</i> fulfillment of all requirements and applied knowledge accurately showing mastery of content. • Scholar invested an exceptional amount of time and creative thought into choosing appropriate pictures. 	<ul style="list-style-type: none"> • <i>Most</i> standards were met showing some knowledge of subject matter. • Information included <i>somewhat</i> shows mastery of content • Scholar invested <i>some</i> time and creative thought into choosing appropriate pictures. 	<ul style="list-style-type: none"> • Scholar showed little to no understanding of content • Scholar did not follow requirements of project. 	
	<i>Visual Appeal</i>	<ul style="list-style-type: none"> • <i>Exceptional</i> time invested into visual appeal of project with added color and images to enhance the understanding of content. 	<ul style="list-style-type: none"> • Visuals are presented <i>well</i> with showing understanding of content • Visuals <i>somewhat</i> present understanding of content 	<ul style="list-style-type: none"> • Scholar poorly put together poster board with little to no time in making poster presentable. • Images used in project are inappropriate for school and distracted audience from content. 	
	<i>Presentation: Eye Content, Posture, and Gestures</i>	<ul style="list-style-type: none"> • <i>Exceptional</i> eye contact with the entire audience, seldom looking down at notes. • <i>Exceptional</i> posture: Standing straight with both feet on the ground, hand gestures <i>enhance</i> audience's understanding and not distracting. 	<ul style="list-style-type: none"> • <i>Effective</i> eye contact with the audience - but some distracting use of notecards and/or visual aid. • <i>Some</i> eye contact with the audience, frequently returning to the distracting use of notecards and/or visual aid. 	<ul style="list-style-type: none"> • <i>Ineffective</i> posture: Sits or slumps during entire presentation; and/or • <i>Ineffective</i> gestures: few or no hand gestures that assist audience's understanding. 	
Speaking	ELOCUTION <i>Articulate voice clearly and confidently</i>	<ul style="list-style-type: none"> • <i>Exceptionally</i> clear, correct, and precise pronunciation of all words and phrases. <p>5 pts</p>	<ul style="list-style-type: none"> • Clear, correct, and precise pronunciation of <i>most</i> words and phrases. • Clear, correct, and precise pronunciation of <i>some</i> words and phrases. <p>3 to 4 points</p>	<ul style="list-style-type: none"> • <i>Unclear, incorrect, and/or imprecise</i> pronunciation of words and phrases. <p>0 to 2 points</p>	•

Can Korea Be Reunited?

South Korea's President says his country could soon rejoin North Korea

By Laura Leigh Davidson | December 13, 2010

Source: Scholastic News Online

Tensions are running high between the countries of North Korea and South Korea, two nations that were once one. North Korea opened fire on an island in South Korea in late November. The attack killed two South Korean marines and two civilians, and injured 18 people.

Despite the attack, South Korean President Lee Myung-bak says the long-split countries are on a path to being **reunited** (join together after being apart).

"Reunification is drawing near," President Lee said on Friday during a trip to Malaysia. Lee bases his hopes, in part, on the people of North Korea. He says they "are becoming aware" that people in South Korea are better off. In Lee's view, this knowledge is leading North Korean citizens toward a desire to reunify with their neighbors to the south.

VERY DIFFERENT NEIGHBORS

Although they were once one country, North Korea and South Korea are now very different.

South Korea is a republic, run by a representative form of government. Its people have basically the same freedoms as those in the U.S. and Europe.

North Korea is ruled by a Communist government and is not a wealthy nation. The country suffers from widespread hunger. As many as 2 million North Koreans may have died since the mid-1990s because of food shortages.

Both countries have expressed a desire to be reunited. President Lee would like to see them reunited with a democratic government. North Korea's leader Kim Jong Il has called for reunification too, but under the Communist regime that is currently in power in the north.

WHY DID THE COUNTRIES SPLIT?

Korea was one country until the end of World War II. After the war ended in 1945, the Republic of Korea was established in the South with help from the United Nations, while the Democratic Republic of Korea was created in the North with support from the Soviet Union.

In 1950, North Korean forces invaded South Korea in an attempt to forcibly **unify** (bring together) the two countries. The Korean War erupted as a result.

The armies of North Korea and its Communist allies—China and the Soviet Union—were pitted against South Korea. Under the flag of the United Nations, 16 countries sent military forces to South Korea's defense. Most of the troops came from the United States.

The war was a bloody three-year battle that cost millions of lives. An **armistice**, or agreement to stop fighting for a time, was signed in 1953. Neither military side officially won. Technically, the two countries remain at war today.



North Korea

North Korea Like Father, Like Son?

After the death of a longtime dictator, North Korea—and its nuclear weapons—are in the hands of a 20-something

By Patricia Smith

Source: Junior Scholastic

With its nuclear weapons, mysterious cult-like society, and a state-run economy that doesn't produce enough food to feed its starving population, North Korea has long been viewed with alarm by its neighbors as well as the U.S. and its allies.

The situation became even more troubling when North Korea's dictator, Kim Jong Il, died in December. His youngest son, Kim Jong Un, promptly assumed power. Because North Korea is so secretive, virtually nothing is known about the new ruler, who is thought to be in his late 20s. The world didn't even know what the younger Kim looked like until 2010, when his father began grooming him to take over.

North Korea has a long history of aggression that is of great concern to South Korea and the U.S., its ally. In 2010, for instance, the North sank a South Korean naval vessel, killing 46 sailors, and fired on a South Korean island.

Then there is North Korea's nuclear weapons program. Repeated attempts by the U.S. and the United Nations (U.N.) to negotiate an end to the program have failed. Last January, then-U.S. Defense Secretary Robert Gates called it a "direct threat" and predicted that nuclear missiles from the North would be able to strike the U.S. within five years.

Kim Jong Un has vowed to continue his father's "military first" policy. Some observers say that the untested new ruler is not completely accepted by the North Korean military, and there is no telling what he might do to show that he's really in charge.

"We're entering a period that is especially dangerous," says Jim Walsh, a North Korea expert at M.I.T. "Here is a young leader who may be mistrusted by the military, and he has to prove himself. And that can lead to miscalculation and inadvertent war."

WHAT LIES AHEAD?

North and South Korea emerged as separate countries at the end of World War II (1939-1945). The North, led by Kim Il Sung (Kim Jong Il's father), set up a Communist government backed by the Soviet Union and China. The U.S. allied itself with South Korea, and the tense standoff became one of the first conflicts of the Cold War.

In 1950, North Korea invaded the South, and U.S. and U.N. forces came to South Korea's defense. The Korean War ended in a bitter stalemate in 1953 with nearly 4 million armed forces and civilians killed, wounded, or missing. About 37,000 U.S. soldiers had died. An armistice established a "demilitarized zone" (DMZ) at the 38th latitude (*see map*). Since then, North and South Korean troops have continued to view each other with suspicion across this border.

Under Kim Il Sung and Kim Jong Il, North Korea became a repressive, isolated country. Decades of a state-controlled economy have proved disastrous to its people.

Today, about three quarters of the country's factories sit idle. There are almost no cars on the roads, and electricity is turned off in much of the nation at night. In the 1990s, a series of droughts and floods led to massive crop failures, and up to 2 million people died of starvation.

North Korea is perhaps the most authoritarian country in the world—and the most bizarre. Punishment for watching foreign films or TV shows is stiff. Someone caught

watching a Jackie Chan movie, for example, could get up to six months in a labor camp. A former soccer coach told reporters that players were rewarded with apartments if they did well, but could be sent to coal mines if they lost.

In addition to being cut off from the outside world, North Koreans are bombarded with misinformation. Homes are equipped with loudspeakers that blare state sponsored propaganda all day long.

What lies ahead for North Korea under Kim Jong Un? There's real concern that he could launch an attack on South Korea, where 28,500 U.S. troops are stationed. That raises the possibility of an even larger conflict involving Japan or China, North Korea's ally.

With North Korea, the best strategy may be to expect the unexpected. "Anyone who tells you they [know] what is going to happen," says a former American military leader, "is either lying or deceiving himself."

This article originally appeared in the January 30, 2012 edition of *Junior Scholastic*. For more from *Junior Scholastic*, [click here](#).

School to Home

- Reading Club (Book Clubs)
- Book Fairs

Teacher Resources

- Book Lists
- Book Wizard
- Instructor Magazine
- Lesson Plans
- New Books
- New Teachers
- Scholastic News Online
- Strategies and Ideas
- Student Activities
- Daily Teacher Blogs
- Videos
- Whiteboard Resources

Products & Services

- Author Visit Program
- Classroom Books
- Classroom Magazines
- Find a Sales Representative
- Free Programs and Giveaways
- Guided Reading
- MATH 180
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South Korea

A Female First in South Korea

The country's first female President takes office

By Michelle Bruner | March 7, 2013

Source: Scholastic News Online

March 8 is International Women's Day. On this day, for more than 100 years, people have celebrated the achievements and historic milestones of women around the world.

Just in time for International Women's Day, the nation of South Korea is celebrating the election of its first female President, Park Geun-hye.

South Korea's culture is primarily **patriarchal**. This means that men have traditionally been seen as the decision makers in the family, businesses, and government. Even so, 52 percent of the voters in the December election chose Park to lead their government.

LIFE OF A LEADER

Park Geun-hye took over as President of South Korea in February. But this is not the first time she has lived in the President's home, known as the Blue House. She first lived there when her father, Park Chung-hee, was President of South Korea. He ruled the country for 18 years, from 1961 to 1979, beginning when she was 9 years old.

After her mother's death, when Park Geun-hye was 22 years old, she took over the role of South Korea's first lady. She gained valuable political experience while greeting foreign leaders and attending to the state's business.

Park went on to build her own career in politics after her father's death. She took an active role in South Korea's Grand National Party (now called the Saenuri Party) and became its chairwoman in 2004. After several unsuccessful attempts to become President, she was finally elected this past December.

THE KOREAN CHALLENGE

Park Geun-hye has many challenges ahead of her. South Korea's closest neighbor, North Korea, has been hostile to the country for more than 60 years. Its leader, Kim Jong Un, has focused on building up the nation's army and gathering new and powerful weapons. Park Geun-hye wants to work to build a better relationship with North Korea.

Park's father is remembered for bringing economic growth to South Korea. But he mostly ignored human rights and used harsh treatment to silence anyone who disagreed with him. Now President Park Geun-hye wants to lead in her own way. She hopes to help bring more equality to the people in all areas of their lives.

Park promises to create a country "where all Koreans can lead more prosperous and freer lives and where their dreams can come true."

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China / Taiwan

BOOM times in China

A quarter century ago, most Chinese would have spent their lives growing corn, rice, or wheat under a Communist government that made it difficult for farmers to move to cities or change jobs. The Communist Party tightly controls political power and religious expression. In cities, teenagers dress in blue jeans and T-shirts, play basketball and video games, and listen to their favorite pop singers.

By Jim Yardley | February 12, 2007

Source: Junior Scholastic

Every day, young people are moving to China's booming cities as their parents search for work.

In a dusty suburb of China's capital city of Beijing, Yuan He, 10, sits quietly in her fifthgrade class. There are 57 students in the unheated classroom, each dressed in a winter coat to keep warm. These kids are all migrants. Their parents moved to Beijing from 11 different rural provinces in search of work. A quarter century ago, most Chinese would have spent their lives growing corn, rice, or wheat under a Communist government that made it difficult for farmers to move to cities or change jobs. Today, the Communist Party still controls China, yet the country's people are anything but locked in place. More than 150 million migrant workers have left farms and are now doing the grueling work of building modern China. Yuan He is the daughter of a construction worker. She arrived in Beijing five years ago from the vast central province of Sichuan. One of the smartest students in her class. Yuan He is already learning English. Farming does not figure in her future plans.

"I want to be a scientist," she told JS, standing behind her wobbly, wooden desk as her classmates listened. "But my mother says I should be a lawyer or a doctor because they make more money."

The Next Superpower?

With 1.3 billion people, China has long been the world's most populous nation. Now it is also one of the world's fastest-growing economies. It is emerging as the next superpower to rival the United States.

Factories along China's coast make clothes, electronics, toys, and many other goods sold in stores in the U.S. and elsewhere around the world. Beijing is hurriedly building stadiums, subway lines, roads, and thousands of structures for the 2008 Summer Olympics.

Although much is changing in the new China, much remains unchanged. China still has an authoritarian government under which people cannot elect their national leaders. The Communist Party tightly controls political power and religious expression. It also forbids the Chinese news media from criticizing the government and national leaders.

Stark Contrasts

The result is a society of stark contrasts. The Chinese people are freer than ever before to choose where they live, whom they marry, and what job they will do. At one time, all Chinese wore drab suits patterned after the one worn by Communist leader Mao Zedong (mow zeh-dawrig). Now, people wear what they want. In cities, teenagers dress in blue jeans and T-shirts, play basketball and video games, and listen to their favorite pop singers from China, Taiwan, or South Korea.

China has more than 100 million Internet users, a number that grows each year. But the government employs more than 30,000 censors to surf the Web and block out forbidden information.

Anyone who publicly criticizes government leaders still faces the possibility of being jailed. The Communist Party controls China's legal system. Official corruption is widespread. Quality of life in rural areas is much lower than in the cities. China has a new class of millionaires, while more than 500 million people make less than \$2 a day.

China's economic growth is astounding, but it has given rise to equally astounding air and water pollution. Air quality is horrific in many big cities, including Beijing. China is rushing to reduce pollution there before the Olympics begin in August 2008. One reason for Beijing's air pollution is the huge construction boom. The lure of so many new jobs has brought people like Yuan He's father to do hard manual labor for little pay.

"I Was Ashamed"

Zhou Jing, a sixth-grader, came to Beijing seven years ago from rural Anhui Province, one of China's poorest. Her mother is a janitor, and her father is a cook.

"They want to save money to send me to school," the 12-year-old told JS. "I was ashamed of their jobs when I was little. I thought they were doing low-class work. But I no longer think that."

Migrants are indispensable to China's progress, yet they still face discrimination. Many live in cities illegally, without the residency permits required by the government.

Sometimes, bosses do not pay them.

Many parents must leave their children with relatives when they move to the cities to work. Those who take their children must send them to unofficial schools with poor facilities and supplies.

The kids who talked to JS attend such a school—a complex of dusty, gray brick buildings on the outskirts of Beijing. Most of them know little about the contradictions and uncertainties surrounding China's rising influence. All they know is that their parents are doing difficult, dirty work in part so that their futures will be better.

"I want to have a career," said 11-year-old Wu Zhuangxuan, a fifth-grade boy whose family is also from Anhui Province. "When I grow up, I want to go back and build up my hometown. I want to help make it modern."

Wu Zhuangxuan in his unheated classroom. During the cold winter months, students must bundle up while learning.

As Beijing prepares to host the 2008 Olympic Games, construction is evident everywhere. So is air pollution. Left: The Five Friendlies will serve as mascots in the 2008 Games.

China is emerging as one of the world's next superpowers.

Words to Know

- * **authoritaria**: favoring blind submission to government officials.
- * **Communist**: a government based on state ownership of land and businesses. The Communist Party typically allows no opposition.
- * **migrant**: a person who moves from one place to another, often in search of employment.

Zhou Jing outside her school, which is in a Beijing suburb. Below: a street near the school.

Think About It

1. What are some of the biggest challenges facing China today?
2. How might China's government change as the country becomes more of an economic superpower?

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Mao's Successors

The deaths of China's revered prime minister, Zhou Enlai (Chou En-lai), and of Mao himself in 1976 made that a watershed year. Soon thereafter the radical grouping known as the Gang of Four was removed from power. Under moderate leader Deng Xiaoping (Teng Hsiao-p'ing), China sought closer U.S. ties to aid in modernizing its economy; the two nations reestablished diplomatic relations in January 1979. China's leaders officially condemned (1981) the excesses of the Cultural Revolution, and Deng orchestrated a process of economic liberalization that resulted in the tripling of China's real per-capita gross national product between 1978 and 1993. An overheated economy and student demands for democratic reform, however, led to the purges of party leaders Hu Yaobang (Hu Yao-pang) in 1987 and Zhao Ziyang (Chao Tzu-yang) in 1989; a military crackdown (June 1989; see Tiananmen Square Massacre) on the student prodemocracy movement; and the imposition of economic austerity measures from 1993 to reduce inflation and speculation. Renewed Tibetan demands for independence were suppressed, as were protests by Muslim separatists in Xinjiang. In 1992 many leading party and military officials opposed to Deng's market-oriented reforms were "retired," and party leader Jiang Zemin (Chiang Tse-min), designated China's next paramount leader by Deng, was elected president. Deng died in February 1997. China's leaders still resisted political reform but agreed later that year to privatize most state-owned industries, a move that led to widespread unemployment. In 1998, under new premier Zhu Rongji, who assumed office in March, the government announced plans to dramatically reduce the size of the bureaucracy, reform the banking system, and institute other reforms designed to help China escape the economic crisis engulfing many of its Asian neighbors while strengthening the central government's overall control of the economy. Despite its willingness to reform the economy, the December 1998 sentencing of several leaders of a new Chinese opposition party to long jail terms indicated that the government still rejected the concept of Western-style democracy.

In foreign affairs, China and Britain reached agreement on the future of Hong Kong in 1984; under a 1987 accord with Portugal, Macao was to be returned to Chinese sovereignty in 1999. The 1991 collapse of the USSR left China determined to maintain its position as the world's only remaining Communist superpower while continuing to develop its economy. China resumed nuclear testing from 1992 to 1996, but it signed the 1996 nuclear test ban treaty. The expansion of democracy in Hong Kong and Taiwan's efforts to pursue a more visible international role strained China's relations with Britain and the United States, particularly when China conducted missile tests close to Taiwan in March 1996. Hong Kong was returned to Chinese sovereignty on July 1, 1997, marking perhaps the real beginning of the post-Deng era. Chinese president Jiang Zemin visited the United States in November of that year. In June 1998, U.S. president Bill Clinton paid a state visit to China — the first such visit by a U.S. president since the Tiananmen Square crackdown. Later that year, Jiang Zemin visited Russia and became the first Chinese president since World War II to visit Japan.

Relations between China and the United States frayed in 1999 as the U.S. trade deficit with China mounted and it was disclosed that China may have illicitly obtained important U.S. nuclear and submarine-detection technology. China denied the espionage allegations, and Zhu Rongji visited the United States in April of that year, where he failed to obtain long-sought U.S. backing for China's bid to

enter the World Trade Organization. Progress in forging better relations between the two nations was further threatened after NATO forces accidentally bombed the Chinese embassy in Belgrade, Yugoslavia, in May 1999. The bombing sparked massive anti-Western demonstrations in China. Tensions increased even further after Taiwanese president Lee Teng-Hui announced in July 1999 that he was abandoning the ambiguous "one China" policy that had maintained an uneasy peace between Taiwan and the mainland for 50 years, although the United States continued to recognize the government in Beijing as the sole legal government of China. Amid fears that Lee's declaration might trigger Chinese military action, China announced that it had developed its own neutron bomb (without the use of stolen U.S. technology). In February 2000 the Chinese government demanded that Taiwan begin substantive negotiations on reunification or face military attack, although it promised equal footing for Taiwan in such negotiations and said that other issues could be discussed prior to political reunification.

Domestically, the Chinese government launched a crackdown on Falun Gong, a popular sect founded in 1992 whose members seek to improve their moral character through exercise, study, and meditation. The sect was officially outlawed in July 1999 after its members had organized several unprecedented mass nonviolent protests, and its swift rise in popularity was viewed as a challenge to the government's legitimacy as the country's economic woes continued. In 2001 the government launched a mass campaign by government workers, students, and other groups to denounce the outlawed movement.

On Oct. 1, 1999, as China celebrated 50 years of Communist rule, there were signs that the country had assumed the important place on the world stage that it felt it merited. The following month, China successfully launched and retrieved its first experimental spacecraft. In 1999 it signed trade agreements with the United States, Japan, and Canada, paving the way for China's entry into the World Trade Organization (WTO); a similar accord with India was signed in early 2000, and a bill normalizing U.S. trade links with China was approved by the U.S. government later that year. On Dec. 20, 1999, Macao was formally returned to China. That same month, the United States agreed to pay \$28 million in reparations to China for the bombing of the Chinese embassy in Belgrade. In early 2001, in an attempt to improve its international image as it bid to host the 2008 Olympic Games and continued its efforts to join the WTO, China ratified the International Covenant on Economic, Social, and Cultural Rights.

The victory of proindependence candidate Chen Shui-bian in Taiwan's March 2000 presidential election raised tensions between Taiwan and the mainland to new levels, with the Communist government threatening war if Taiwan continued to delay talks on reunification. Subsequently, the Communist government approved Taiwan's unilateral move to improve relations by lifting the long-standing ban on direct shipping links between Taiwan and the mainland; the inaugural voyage, between Kinmen (Quemoy) and the mainland, took place in January 2001. The United States reiterated its "one China" policy while calling on both sides to resolve their differences peacefully. Meanwhile, China's long-strained relations with India, which had been aggravated by the latter's conducting underground nuclear tests in 1998, improved slightly. In April 2000, Asia's two largest nations began talks aimed at resolving their border disputes, and later that year China proposed building a highway that would link the two nations via Myanmar (Burma). In July the presidents of China, Russia, Tajikistan, Kyrgyzstan, and Kazakhstan set up a joint antiterrorism center in Bishkek, Kyrgyzstan, to coordinate their efforts to suppress Islamic separatist movements in Central Asia.

In April 2001 a Chinese fighter plane collided with a U.S. military aircraft conducting a routine surveillance patrol off the coast of China. The Chinese plane crashed and its pilot was killed; the U.S.

aircraft made an emergency landing on the Chinese island of Hainan. The incident further damaged relations between the United States and China, with the U.S. government demanding the return of the aircraft and its crew and the Chinese government insisting that it must receive a formal apology first. The tense standoff took place in the midst of Chinese objections to proposals by the new U.S. president, George W. Bush, to proceed with a global missile-defense program and to provide Taiwan with weapons and sophisticated military equipment. Although the crew was finally released after 11 days in custody, dampening fears that the incident might escalate into a broader confrontation between the two countries, the plane itself remained in Chinese hands for several months. Tensions increased, however, after Taiwan staged a military exercise simulating the repelling of an invasion by mainland China and the United States went ahead with its decision to sell submarines, aircraft carriers, and destroyers to the island state; it also allowed former and present Taiwanese presidents Lee Teng-hui and Chen Shui-bian to visit the United States. The Chinese government subsequently staged its own military exercises off the coast of Taiwan, although it did reach agreement on how the spy plane was to be returned to the United States in June 2001. These events took place against the backdrop of Chinese domestic politics, where the government continued its crackdown on the Falun Gong and other opposition groups as it prepared for the expected replacement of five of the seven members of the ruling Communist party politburo in 2002. Jiang Zemin, Zhu Rongji, and Li Peng were among those leaving the politburo in 2002, and they and a number of other top officials were expected to retire in 2003. Vice-President Hu Jintao (Hu Chin-t'ao), the youngest member of the politburo, made his first visit to the West in the fall of 2001 and what was believed to be his first visit to the United States in April 2002; he replaced Jiang as head of the Communist party in November 2002, although Jiang remained influential because his allies controlled the all-important newly chosen politburo standing committee.

There was great celebration throughout the country in July 2001, when Beijing was selected as the site of the 2008 Olympic Games. That same month Russia and China signed a 20-year treaty of friendship and cooperation, and U.S. Secretary of State Colin Powell made his first official visit to China in an effort to improve relations between the United States and China in the wake of the spy-plane incident.

After 15 years of negotiations, China's application for admission to the World Trade Organization received formal approval in September 2001, and it was poised to become the world's leading supplier of mass-produced goods. The government also began to study the possibility of a free-trade zone that encompassed Hong Kong (another WTO member) and southern China. Relations with Taiwan, which had also gained WTO admission, remained relatively calm, despite the victory of proindependence candidates in the island's late-2001 legislative elections. In fact, the Beijing government made friendly overtures to the new Taiwanese government in January 2002, although it still insisted that full political talks must be based on the idea of "one country, two systems," an idea that the Taiwanese government had already rejected.

The Chinese government condemned the September 11, 2001, terrorist attacks on the United States, and Jiang met with U.S. president George W. Bush in Shanghai the following month. As U.S.-led retaliatory attacks on the Afghan Taliban regime and terrorist leader Osama bin Laden were launched in October, China closed its border with Afghanistan. In December, shortly before a new, broad-based interim government was installed in Afghanistan, China cracked down on its own Muslim extremists (mostly Uighurs), increasing the number of executions and saying that its Muslim separatists had received training in bin Laden's camps and were part of the international terrorist network. Bush paid a state visit to China in February 2002 to encourage greater support for the U.S.-led war on terrorism and ease Chinese concerns about the expansion of U.S. influence along its borders. He spoke directly

to the Chinese people on the importance of a more open society on the 30th anniversary of Nixon's reestablishment of diplomatic relations between the United States and China.

In March 2002, in what was seen as a protest against a strengthening of ties between the United States and Taiwan, the Chinese government refused to allow a U.S. warship to make what would normally have been considered a routine call at Hong Kong; that same month was marked by some of China's worst labor protests in decades. In April, following the successful completion of its third unmanned spaceflight (a fourth such flight took place in January 2003), China announced that as early as 2003 it hoped to become the third country to send humans into space. In August 2002, in response to Taiwanese president Chen Shui-bian's suggestion that Taiwan hold a referendum on independence, the Chinese government said that it would use force if Taiwan made any moves toward formal independence.

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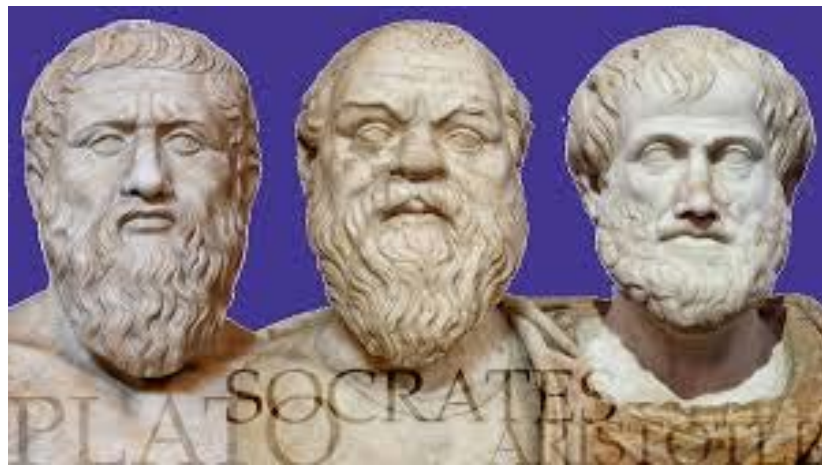
Today on this episode of *History- Dropping Knowledge*

Aim → To evaluate the validity of the claim that the period of 400CE-1400CE can accurately be described as the Dark Ages.

Big Idea → Before there were iPhones, there were compasses. Before there were compasses, there was the north star. Before there was the north star...well...never mind...the north star has always been there...I think.

Homework → Bring all of your documents from this unit in order to study: Byzantine DBQ, Why Islam Spread So Quickly,

1. Explain what is in each picture.
2. How did the people/idea in the picture impact our world?
3. Put each picture into one of the buckets below.



0	1	2	3	4
	•	••	•••	••••
5	•	••	•••	••••
	•	••	•••	••••
10	•	••	•••	••••
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15	•	••	•••	••••
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Greece

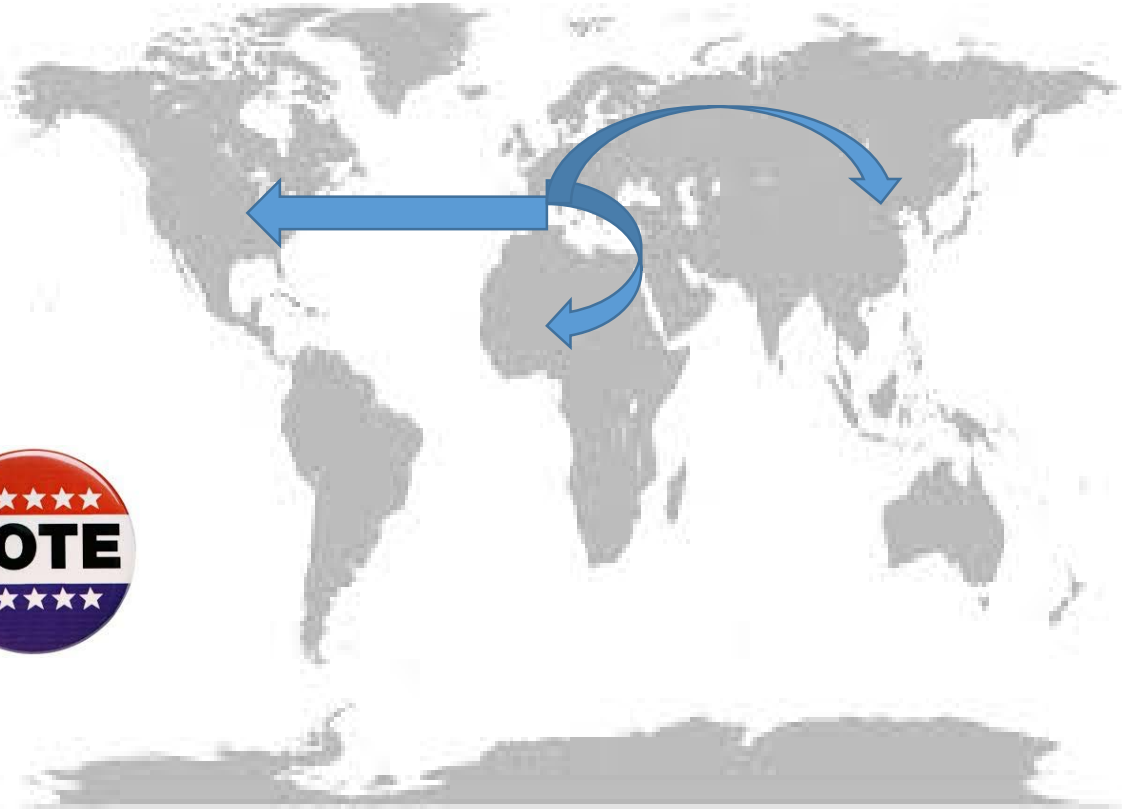
Mayans

Ancient
Egypt

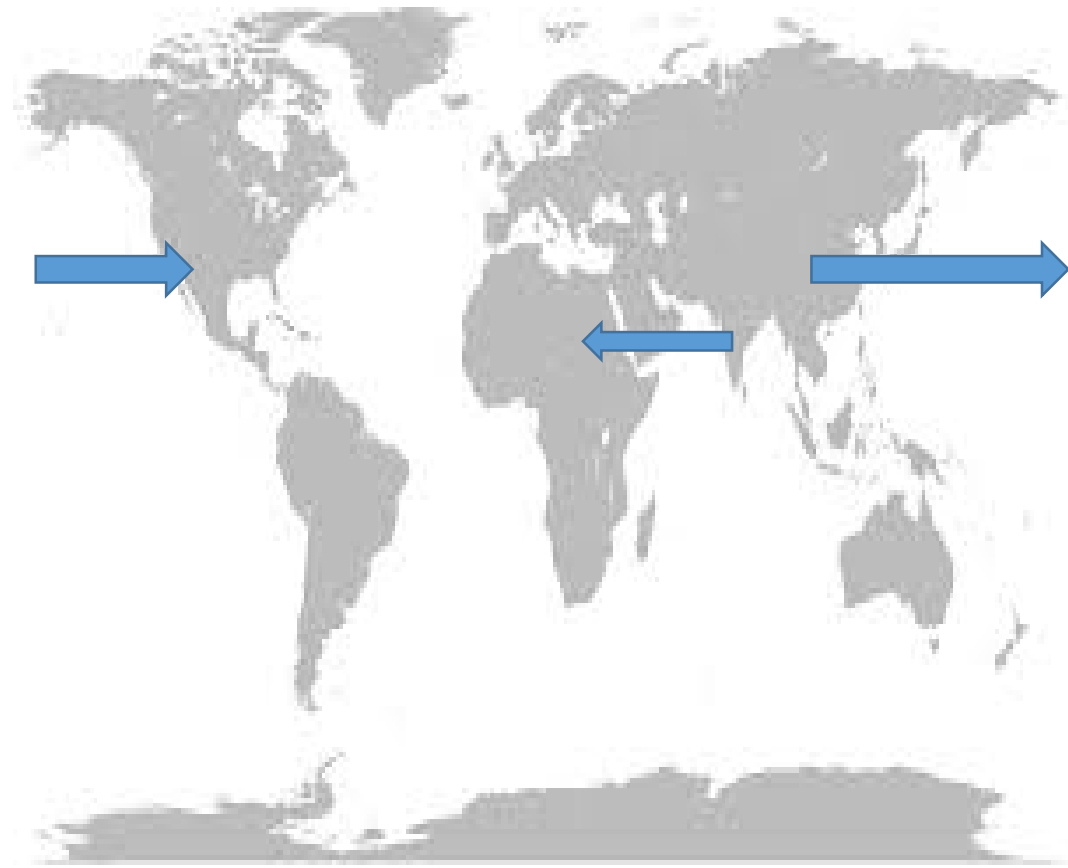
Mesopotamia



Lecture



Westernization



Southernization

What is southernization?

- The term **southernization** is meant to be analogous to westernization. Westernization refers to certain developments that first occurred in Western Europe. Those developments changed Europe and eventually spread to other places and changed them as well. In the same way, **southernization** changed Southern Asia and later spread to other areas, which then underwent a process of change.
- **Southernization** refers to a multifaceted process that began in Southern Asia and spread from there to various other places around the globe.

Logistics



1. We will be in groups of six.
2. Two people will read the “Indian Beginnings”, two people will read the “Southernization of China”, and two people will read the “Islam Caliphates”.
3. We will first read individually, simply annotating for comprehension.
4. You will then re-read your assigned section and answer questions that require more thought and discussion. After working with your partner to do this, you will then share with your group of six.
5. As other groups are sharing, you will take notes in your notebook.

Annotate Alone → 12 minutes

The Indian Beginnings

1. When and where was cotton first domesticated?
2. Where was there a high demand for cotton “textiles”?
3. According to a textile expert, what did India do?
4. What were both Indians and Ethiopians looking for in East Africa?
5. What did the Indians learn to do with sugarcane juices?
6. What mathematical innovation did the Indians make?

Southernization of China

1. Cultural exchange occurred between which two civilizations?
2. What did the Chinese use to make better sails?
3. The Chinese developed methods of getting water up the hillsides. What food were they growing?
4. How many people were in China by the 12th century?
5. What two technological advancements were made during the Tang dynasty?
6. What tool did the Chinese develop to help them navigate the ocean?

Islamic Caliphates

1. What religion had Arab cavalries just converted to?
2. Which three Indian crops were Arabs most responsible for spreading?
3. What did Arabs use in order to produce more sugar?
4. What did growers have to do in order to produce more sugar?
5. What areas of math were Arabs responsible more creating more developments in?
6. According to the last paragraph, how were the Arabs helping to spread ideas?

Summary of Essay

1. Why was this article controversial?
2. What does the term Southernization mean to Shaffer?
3. According to Shaffer, what happened first Westernization or Southernization?
4. What are several cultures that contributed to Southernization?
5. What are three resources that were spread through Southernization?
6. How did an improvement in rice production impact China?
7. How did European nations come to control basic goods?
8. Explain the last sentence.

Poster Presentation Preparation → 25 minutes

Indian Beginnings

1. Identify 4 items or ideas that were produced and spread by Indians.
2. Explain, in detail, how each one impacts today's world.
3. What is the significance of the quote that the Arabic writer had to say about India?

Southernization of China

1. Why were the Buddhist monasteries significant to the trade of ideas?
2. How have the techniques for irrigation helped us today?
3. How would both war and education be different if it were not for the Chinese?
4. Who was more successful: China or Columbus? Explain.

Islam Caliphates (Empires)

1. We just learned about why Islam spread so quickly. Explain what else Arabs were spreading, along with the Islamic religion.
2. We eat sugar in nearly everything today. Was its production here ethical? Explain.
3. What were the Arabs first to use in order to navigate the ocean? If they were so successful with navigation, why is Islam not THE largest religion in the world? Hint: think of China and Europe.

Presentations → 10 minutes (3 min. each)

1. Two scholars from each group of six will stand up and present.
2. Group members should be scribing the information revealed by the presenters.
3. After the presentation is complete, group members should ask (1)clarifying questions OR (2) point out things that you notice.
 1. I noticed that you used the word “Indian.” Can you elaborate on who you are identifying as “Indian”?
 2. I noticed that the Islamic empires used _____ to produce more _____, but I also realized during these presentations, that the Arabs were not the first to domesticate sugar. I wonder why they just didn’t use more ethical methods?

Cool Down

Use SAPE to evaluate (take a stance) the validity of this statement: The time period between 400CE and 1400CE marks the world's Dark Ages. This was a time of despair, when discoveries and ideas were at a halt.

On paper, indicate if you used a "Hint" and which one you used:

Hint 1: Remember, when you are "evaluating" you are "taking a stance." So...is the statement true or not? Answer the question using SAPE.

Hint 2: Sentence starter: Many individuals categorize the time period of 400CE and 1400CE as the Dark Ages, although the discoveries and ideas in Southern Asia prove otherwise. During this time, civilizations such as India, China, and the Islamic Empire...



Due Date: 11.24.14	Student Name: Course Name: World History Period: 1,2,4,5 Teacher Name: Mr. Filie, Mr. Martinez, Mr. Holbrook, Ms. Mann		
Assignment Title:	<p style="text-align: center;"><i>Spread of Islam DBQ Essay</i></p>		
Assignment Summary:	<p style="text-align: center;"><i>“The ink of the scholar is more holy than the blood of the martyr.” – Anonymous, The Quran</i></p> <p>For this portfolio assignment, you will be analyzing historical documents to determine and argue what were the reasons why Islam spread so quickly throughout the world! You will be assigned to read and answer all of the questions about the historical documents. Then, you will type your rough and final drafts and submit your final paper to turnitin.com.</p>		
Role:	Your role is a historian that is investigating why Islam spread so quickly.		
Audience:	You audience is a panel of world-renowned history professors that are interested in publishing an article about the rise of Islam.		
Format:	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Submitted digitally to turnitin.com • Typed (size 12 font) • Double-spaced • Correct heading is included • <u>Use appropriate document citations</u> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Include your own creative title • Indent the beginning of each paragraph • Do not skip additional lines between paragraphs • <i>Works cited (if scholar uses additional sources)</i> </td> </tr> </table>	<ul style="list-style-type: none"> • Submitted digitally to turnitin.com • Typed (size 12 font) • Double-spaced • Correct heading is included • <u>Use appropriate document citations</u> 	<ul style="list-style-type: none"> • Include your own creative title • Indent the beginning of each paragraph • Do not skip additional lines between paragraphs • <i>Works cited (if scholar uses additional sources)</i>
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Procedure: TurnItIn.com Class IDs Martinez - 1st Period 8600826 Martinez - 2nd Period 9074147 Martinez - 4th Period 9074153 Martinez - 5th Period 9074163 Filie - 1st Period 8593517 Filie - 2nd Period 8593530 Filie - 4th Period 8593542 Filie - 5th Period 8593552 Password (ALL): pride2017	<ol style="list-style-type: none"> 1. Complete DBQ Packet 2. Gather information from <i>World Religion</i> textbook and “Crash Course” YouTube video 3. Refer to Mini-Q Essay Outline Guide (p. 119) 4. Type first draft of essay and bring printed and stapled copy to class on Friday, November 21st 5. Proofread and revise in class on Friday, November 21st 6. Upload final draft of essay to turnitin.com by 7:50am on Monday, November 24th <p><u>Note: See the Wiki Page for the turnitin.com class codes!</u></p>		

Item	10 – Proficient	6 – Developing	2 – Needs Work
Claim/Thesis	Scholar answers the question and clearly previews with concrete support. Appropriate elements of SAPE are present.	Scholar attempts to answer the question and some signs of support are displayed. Not all of the appropriate elements of SAPE are present.	Scholar’s response does not accurately reflect the prompt. Most of the elements of SAPE are missing.
Evidence/Citations	Scholar provides multiple, relevant pieces of evidence and cites correctly.	Scholar attempts to include evidence, but it is not always relevant or not enough evidence is provided. Most citations are done correctly.	Scholar lacks strong attempts to provide evidence or evidence is completely irrelevant. Citations include many errors.
Analysis/Development of Evidence Supporting Claim	Scholar provides a clear connection between his/her evidence and claim, which shows how evidence supports their claim.	Scholar attempts to make a connection to the claim, but a true understanding of the text/content is lacking.	Minimal connections are attempted in order to support the claim or connections are irrelevant.
Structure/Organization of Ideas	Scholar provides a clear and complete introduction (hook and background information), followed by body (supports) and a conclusion. It “flows” and is easy to follow.	Some structure is evident, but the paper is hard to follow due to a lack in structure of ideas and/or paragraphs. Elements of the essay may be incomplete.	Overall structure is completely lacking, and there does not appear to be a specific order for supports to the claim. Incomplete elements of the essay.
Language/Voice	Scholar maintains a third person point of view, appropriate tense, and sophisticated/formal language.	Scholar mostly maintains a third person point of view, appropriate tense, and formal language.	Scholar lacks consistent use of formal language and/or is inconsistent in his/her point-of view and appropriate tense.
Conventions	Scholar makes minimal mistakes and the essay is easy to comprehend due to its efficiency and lack of errors.	Scholar makes some errors that cause the paper to be difficult to read at some points.	Scholar has many errors in conventions and mechanics that make the essay very hard to interpret and understand.

AS THE BRUTAL FIGHTERS OF THE Islamic State of Iraq and Greater Syria (ISIS) rampaged through northern Iraq in mid-June, a spokesman for the group issued a statement taunting its shaken enemies. Ridiculing Iraq's Prime Minister Nouri al-Maliki as an "underwear merchant," he warned that his fighters, who follow a radical strain of Sunni Islam, would take revenge against al-Maliki's regime, which is dominated by Shi'ites. But this vengeance would not come through the capture of Baghdad, the spokesman vowed. It would come through the subjugation of Najaf and Karbala, cities that are home to some of the most sacred Shi'ite shrines. The Sunni fighters of ISIS would cheerfully kill and die, if necessary, to erase their blasphemous existence.

What army would rather raze a few shrines than seize a capital city? The answer says a lot about the disaster now unfolding in Iraq and rippling throughout the Middle East. The rapid march by ISIS from Syria into Iraq is only partly about the troubled land where the U.S. lost almost 4,500 lives and spent nearly \$1 trillion in increasingly vain hopes of establishing a stable, friendly democracy. ISIS is but one front in a holy war that stretches from Pakistan across the Middle East and into northern Africa. A few days before ISIS captured the northern Iraqi city of Mosul, Pakistani militants driven by similar Sunni radicalism killed 36 in an assault on their country's busiest airport. Holy war inspires the al-Shabab radicals who took credit for massacring at least 48 Kenyans in a coastal town on June 15 and explains why suspected al-Qaeda fighters in Yemen riddled a bus full of military-hospital staff the same day. It's the reason Boko Haram has kidnapped hundreds of Nigerian schoolgirls and why Taliban fighters sliced off the ink-stained fingers of elderly voters who had cast ballots in Afghanistan's June 14 presidential election. Osama bin Laden is dead, but his fundamentalist ideology—and its cold logic of murder in God's name—arguably has broader reach than ever.

For now, the ISIS front is the most dangerous. The chilling prospect of holy warriors with dueling nuclear capabilities—Sunnis in Islamabad and Shi'ites in Tehran—remains a worst-case scenario, but the breakup of Iraq as a nation-state appears to be all but an accomplished fact. Two and a half years after the U.S. withdrew its last combat forces and more than a decade since the beginning of America's war in Iraq,

ancient hatreds are grinding the country to bits. Washington has reacted with shock—no one saw it coming—and the usual finger pointing, but today's Washington is a place where history is measured in hourly news cycles and 140-character riffs. What's happening in Iraq is the work of centuries, the latest chapter in the story of a religious schism between Sunni and Shi'ite that was already old news a thousand years ago.

The Sunni radicals' dream of establishing an Islamic caliphate—modeled on the first reign of the Prophet Mohammed in the 7th century—has no place for Shi'ites. That's why Iraq's leading Shi'ite cleric responded to ISIS's advance by summoning men of his faith to battle. So begins another Iraqi civil war, this one wretchedly entangled with the sectarian conflict that has already claimed more than 160,000 lives in Syria. Poised to join the fighting is Iran, whose nearly eight-year war with Iraq in the 1980s cost more than a million lives.

To Americans weary of the Middle East, the urge is strong to close our eyes and, as Sarah Palin once put it so coarsely, "let Allah sort it out." President Obama has kept a wary distance from Syria's civil war and the turmoil of postwar Iraq. But now that the two have become one rapidly metastasizing cancer, that may no longer be possible. As long as the global economy still runs on Middle Eastern oil, Sunni radicals plot terrorist attacks against the West and Iran's leaders pursue nuclear technology, the U.S. cannot turn its back.

"There is always the danger of passing the buck," says Vali Nasr, a former Obama State Department official and an expert on Islam. "Not to say the region doesn't have problems or bad leadership. It does. But these things won't go away. They are going to bite us at some point." What Leon Trotsky supposedly said about war is also true of this war-torn region: Americans may not be interested in the Middle East. But the Middle East is interested in us.

ANCIENT ENMITY - SKIP

AS HE HELPED DRAW THE POST-WORLD War I map of the Middle East, Winston Churchill asked an aide about the "religious character" of an Arab tribal leader he intended to place in charge of Britain's client state in Iraq. "Is he a Sunni with Shaikh sympathies or a Shaikh with Sunni sympathies?" Churchill wrote, in now antiquated spelling. "I always get mixed up between these two."

ANCIENT HATRED: Sunnis vs. Shi'ites

Initial split

In the year 632 Muslims disagreed over who should succeed the Prophet Muhammad, who had died that year. One group believed that leadership should stay within the family of the Prophet and go to his son-in-law Ali. They became the Shiat Ali (followers of Ali), or Shi'ites. The other group, the Sunnis, believed the Muslim community should determine the new leadership by consensus. Ali eventually became the fourth caliph, or leader. Upon his assassination in 661, war broke out between the two groups.

Struggle for dominance

Around 1500 Safavid established the area of modern-day Iran as Shi'ite. Shi'ites gradually united the Persian Empire and distinguished it from the Ottoman Empire (based in modern-day Turkey) to the west, which was Sunni. Today the majority of the world's Muslims are Sunni, but Sunnis have long been a minority in Iraq. Nonetheless, this Sunni minority controlled Iraqi politics in the decades following World War I and under Saddam Hussein.

Modern-day rift

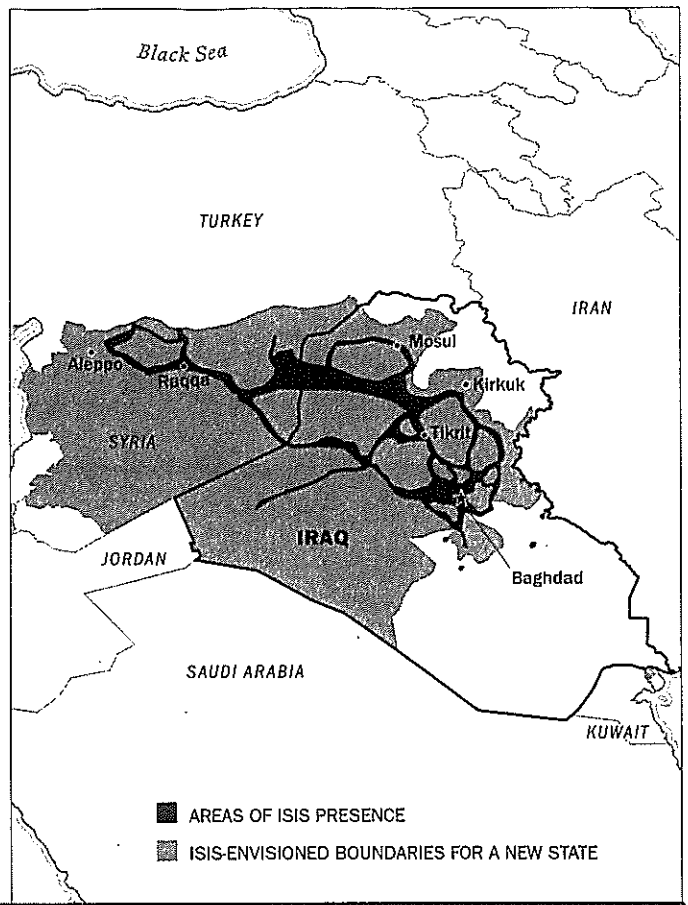
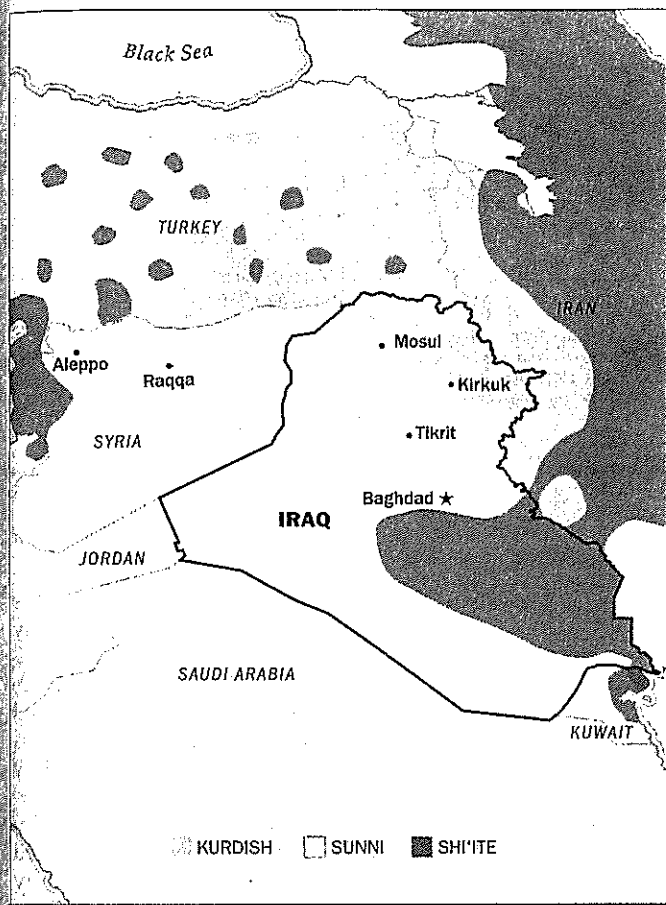
In 2003 the U.S. invaded Iraq and overthrew Saddam, allowing a Shi'ite-led government to come to power. But sectarian divides continued to trouble the country, almost leading to civil war in 2006–07. A surge of U.S. troops brought what now seems to have been a temporary peace.

The Westerners who have sought to control the Middle East for more than a century have always struggled to understand the religion that defines the region. But how could the secular West hope to understand cultures in which religion is government, scripture is law and the past defines the future? Islam has been divided between Sunni and Shi'ite since the death of the Prophet Muhammad in 632 and a bitter dispute that followed over who should lead Islam. (Sunnis called for an elected caliph. Shi'ites followed Muhammad's descendants.) Over the centuries, the two sects have developed distinct cultural, geographic and political identities that go well beyond the theological origins of that schism. Today, Sunnis make up about 90% of the world's 1.6 billion Muslims. But Shi'ites have disproportionate power, with their control of Iran and their concentration around oil-rich areas.

The seat of Shi'ite power is Iran, whose

BATTLE LINES ISIS is sweeping from Syria into Iraq

MILITANT DREAMS ISIS wants to build a cross-border caliphate



1979 Islamic revolution cracked open the bottle in which the region's sectarian tensions had been sealed for many years—first by the nearly 500-year rule of the Ottoman Empire and then by Western colonizers. Ayatollah Ruhollah Khomeini's overthrow of the pro-American Shah of Iran fired the ambitions of jihadists elsewhere and instituted the region's first modern theocratic regime. The ensuing American hostage crisis established Iran's new leadership as a mortal enemy of the West. In 1983, when the Shi'ite militant group Hizballah bombed a U.S. Marine barracks in Beirut, killing 241 Americans, and began kidnapping Westerners in the region, Islamic terrorism seemed to wear a Shi'ite face. Iran's long war with Sunni-dominated Iraq—sparked in part by Khomeini's call for a Shi'ite uprising in Iraq—put the U.S. on the side of Iraqi dictator Saddam Hussein.

Indeed, America's leaders were so blithe about Sunni radicalism that the CIA

eagerly supported the training and arming of young jihadists—among them a rich young Saudi named Osama bin Laden—to fight the Soviets in Afghanistan. That victory was short-lived as bin Laden and other Sunni warriors, lit by the conviction that Allah had empowered them, founded al-Qaeda and declared the goal of establishing a new caliphate. Targeting the U.S. and other Western powers, which bin Laden called “the far enemy,” was just a step toward the nearer yet ultimate aim: to drive the U.S. and its allies out of the region, ending their support for repressive infidel rulers in places like Egypt, Jordan and Saudi Arabia.

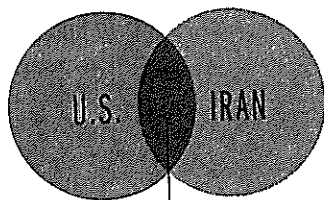
The national boundaries plotted on Western maps have little place in the radical vision of the restored caliphate. The ambition is absolute Sunni authority and Shari'a—Islamic law—over the entire Muslim world. To achieve this, the West need only be banished, while the Shi'ites must be eradicated. “There are all kinds

of al-Qaeda documents in which its operatives say things along the lines of ‘the Americans are evil, the secular tyrants are evil, the Israelis are evil—and the Shi'ites are worse than all of them,’” says Daniel Benjamin, the former counterterrorism coordinator at the State Department who is now at Dartmouth College. Some Saudi textbooks depict Shi'ism as more deviant than Christianity or even Judaism. A common bit of folklore among Lebanese Sunnis, Nasr writes in his book *The Shia Revival*, is that Shi'ites have tails.

For decades, the dictators of the Middle East have warned their democratic patrons in the West that only their repressive measures could stifle the Shi'ite-Sunni rivalry. But in the aftermath of 9/11, U.S. leaders concluded that repression was part of the problem. Touting a new “freedom agenda,” President George W. Bush pressed for an invasion of Iraq to topple Saddam and—this was the expressed goal, anyway—establish

SHIFTING SANDS

ISIS'S SUCCESS HAS LED TO UNLIKELY ALLIANCES BETWEEN SOME FORMER FOES IN THE MIDDLE EAST. HERE'S THE BREAKDOWN OF WHO SIDES WITH WHOM ON WHAT



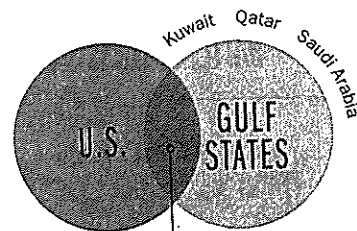
SUPPORTING IRAQ

Despite decades of hostility, the U.S. and Iran are in talks over a joint strategy to combat the growing power of ISIS in Iraq. They remain at odds over the Syrian crisis—with Iran continuing to prop up Assad's regime—and over Tehran's nuclear program.



SUPPORTING ASSAD

In order to preserve the Shi'ite sphere of influence, Iran and Hizballah, and to a lesser degree Iraq, have helped President Assad in his bloody war against the Syrian rebels—who include ISIS.



CONTAINING IRAN

Longtime allies, the U.S. and the Gulf states have worked to curb Iran's influence in the region and prevent it from developing a nuclear weapon. But the U.S. is unhappy that some of the Gulf states have provided funding for Sunni militants operating in Syria.

democracy in his place. Instead, Bush let loose the sectarian furries. The eventual replacement of Saddam with the pro-Iranian Shi'ite ruler al-Maliki, who assumed power in 2006, set off alarms across the Sunni world, especially in oil-rich monarchies of the Persian Gulf like Saudi Arabia, Kuwait and the United Arab Emirates. Shi'ite Iran's march toward a nuclear weapon turned alarm into existential panic.

With the 2011 Arab Spring, many in the West grew hopeful that the spirit of democracy was finally taking root. Instead, as in Iraq, the toppling of dictators unleashed the religious radicals almost everywhere. In Syria, strongman Bashar Assad's struggle to survive has evolved into a cauldron of Sunni-Shi'ite bloodletting. Sunni warriors from across the world have gathered to fight the forces of Assad, a member of the Alawite sect, an offshoot of Shi'ism and a close ally of Iran, which has poured men and money into the fight. "All the jihadists in the world are coming to Syria. It's the new Afghanistan," says one Arab diplomat. A June report by the New York-based Soufan Group estimates that more than 12,000 foreign fighters have traveled to Syria to join the fray.

As the fight against Assad, now in its fourth year, grinds on, the Sunni goal of forcing him from power endures. But the older goal of breaking down borders to establish the new caliphate has come to dominate the conflict, and the killing has bled easily from Syria into Iraq. "No one's talking about fighting Bashar anymore," says the diplomat.

THE REIGN OF ISIS

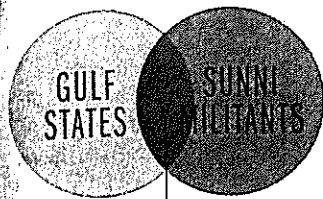
THE ISLAMIC STATE OF IRAQ AND GREATER Syria is at once highly modern and wholly medieval. Its fighters eagerly post propaganda videos on YouTube and photos of executed prisoners on Facebook. Credit ISIS with one of the most demented mashups of our time: a tweeted crucifixion. Ruling by a radical interpretation of Shari'a—with its puritanical mores and bloody punishments—ISIS now controls a swath of land that stretches from eastern Syria to central Iraq. Not since the Taliban ruled Afghanistan have men with a literal interpretation of Islamic texts and the determination to kill Westerners occupied so much territory.

And they are more fearsome than the militants who came before them. When what became ISIS first gathered in Iraq to attack Americans after the U.S. invasion, they called themselves al-Qaeda in Iraq. But their violence against fellow Muslims appalled the senior al-Qaeda leadership. Ayman al-Zawahiri, bin Laden's most senior comrade, chastised the group for killing Shi'ites too wantonly. (Al-Zawahiri remains wary of ISIS and has dueled with the group's charismatic leader, Abu Bakr al-Baghdadi, for primacy in the global jihad movement.) Eventually, American troops forged or bought alliances with moderate Iraqi Sunnis repelled by endless beheadings and joyless social restrictions. The 2007 U.S. troop surge and the Sunni awakening had decimated the group by the time George W. Bush left office.

Two factors gave ISIS new life. One was Syria's civil war. Largely funded by wealthy Gulf Arabs and driven by suicidal fanaticism, the fighters of ISIS moved across the porous border with viciousness unmatched even by al-Nusra Front, a rival Sunni extremist faction whose soldiers ultimately report to al-Qaeda's Pakistan-based leadership. The group's rampage through Iraq included a boast of executing 1,700 captured Iraqi soldiers—a slaughter conveniently documented online for propaganda purposes. ("This is the destiny of al-Maliki's Shi'ites," read one caption online.)

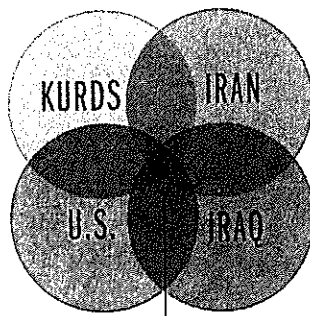
The second factor was the Iraqi Prime Minister. Insecure in his power and shrugging off demands from Washington to be more inclusive, al-Maliki has trampled the Sunnis who once ruled Iraq. Sunnis have been forced out of government and military posts, and al-Maliki's security forces have attacked peaceful Sunni protests. Many Sunnis now see al-Maliki as nothing more than a Shi'ite version of Saddam.

This may explain how as few as 1,000 ISIS fighters, originally equipped with small arms and pickup trucks, managed to overrun some 30,000 Iraqi troops to capture Iraq's second largest city, Mosul, before they and their allies took Kirkuk, Tikrit and Tal Afar. They were, if you will, welcomed as liberators. Indeed, many Sunnis in the Iraqi army literally stripped off their uniforms rather than fight for al-Maliki. "ISIS is the spearhead in a Sunni coalition," says Kenneth Pollack, a former CIA analyst and Iraq expert now at the Brookings Institution.



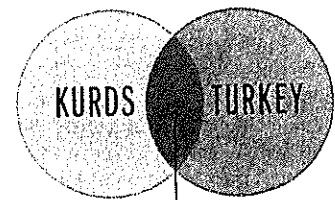
DEFEATING ASSAD

The Gulf states have allied with the U.S. in trying to bring an end to Assad's rule. But they have also sent money and arms to some extreme Sunni militant groups in Syria that are opposed to the U.S.



DEFEATING ISIS

The U.S., Iraq, Iran and the Kurds are committed to turning back ISIS. But the Kurds have benefited from some of the chaos created by ISIS, which has allowed them to gain control of land in northern Iraq they have long coveted.



COOPERATION IN SYRIA

The Kurds and Turkey have historically been hostile toward each other, but they have recently developed a working relationship on economic concerns like oil and have agreed to support each other against Assad's forces in Syria. Also, Turkey now says it is considering supporting a Kurdish state.

That coalition now features everyone from disgruntled tribal leaders to former Saddam loyalists. "What happened is a rebellion," a 49-year-old Mosul man tells *TIME*, asking that his name be withheld for his safety. "People here have been feeling frustrated with the government for a long time."

12 U.S. officials grasping at strands of hope are clinging to the idea that ISIS will be stopped short of Baghdad and the Shi'ite holy cities, blocked by a hostile Shi'ite population. But even the hopeful view is bleak: "If that's what you're dealing with, I think we're headed for a grinding guerrilla war that'll last a long time, with extremely high death rates, that could end up sucking in more of the neighbors," says Stephen Biddle of the Council on Foreign Relations, who has advised the Pentagon on Iraq.

13 That would suit ISIS just fine. A climactic war with the Shi'ites is exactly what the group wants. And as its territory grows, so does ISIS's readiness for such a war. As they conquered major Iraqi cities, ISIS fighters looted military bases for guns, ammunition and U.S.-made Humvees—along with at least two helicopters. They have also plundered gold and vast sums of cash from banks. One unconfirmed estimate by local officials pegged the haul at a staggering \$425 million.

14 Even if that figure is inflated, ISIS—estimated at about 10,000 men strong in Iraq and Syria combined—has begun collecting taxes, levying fines and running lucrative mafia-like operations in its zone of control, giving it the resources to administer a quasi-state. The group already

pumps oil and even sells electricity to the very Assad government it is warring to overthrow. "As long as the support of these Sunni elements holds, ISIS looks well positioned right now to keep the territory it has captured, absent a major counteroffensive," says one U.S. official. Fear of alienating moderate Sunnis may explain why ISIS hasn't imposed severe Shari'a law in most of its newly captured Iraqi population centers.

15 If ISIS's gains prove durable, the de facto Sunnistan they have created will pose a severe threat to the U.S. and its Western allies. According to intelligence officials, thousands of European passport holders have joined the fight in Syria, and no doubt a number of them are now in Iraq. Their next stop could be anywhere. U.S. officials say Moner Mohammad Abusalha, an American from Florida, recently triggered a suicide truck bomb in Syria after posting a jihadist recruiting video online—in English. A French Islamist who killed

three people at the Jewish Museum in Brussels on May 24 is believed to be a veteran of ISIS in Syria. Attacks on the far enemy may not be the endgame for ISIS, but they could bring stature and propaganda benefits. On June 15, the group's leader, al-Baghdadi, issued a message for the U.S.: "Soon we will face you, and we are waiting for this day."

BOUNDARIES OF SAND

AS HAUNTING AS THE THREAT OF A terrorist haven may be, the significance of the ISIS victories goes far beyond the threat it poses to Baghdad or the West. With lightning speed, ISIS has begun to erase the Middle East map drawn by Europeans a century ago. In 1916, Mark Sykes, a young British politician, and François Georges-Picot, France's former counsel in Beirut, agreed to divide the region to suit Western goals. With an eye to the death of the Ottoman Empire—on the losing side of WW I—the two diplomats slashed a diagonal line across a map of the region, from the southwest to the northeast, and divided the empire between their countries. "What do you mean to give them, exactly?" British Foreign Secretary Lord Balfour asked Sykes during a meeting at 10 Downing Street, according to James Barr's 2012 book, *A Line in the Sand*. "I should like to draw a line," Sykes said, as he ran his finger along the map of the Middle East, "from the 'e' in Acre to the last 'k' in Kirkuk."

17 After crossing the line between Syria and Iraq, ISIS fighters took a bulldozer to the berm that marked that border.

'WE'VE SAID ALL ALONG THAT WE WON'T BREAK AWAY FROM IRAQ BUT IRAQ MAY BREAK AWAY FROM US. AND IT SEEMS THAT IT IS.'

—QUBAD TALABANI,
DEPUTY PRIME MINISTER,
KURDISH REGIONAL GOVERNMENT

18 Once shattered, the pieces may never be reassembled. Al-Maliki shows no sign of the tremendous political skills needed to earn the cooperation of spurned Sunnis. Iraq's Shi'ites, with their reservoirs of oil in the south, may be content to slough off the comparatively barren Sunni lands to the north and west. The country's long-beleaguered Kurds, meanwhile, may seize this moment to finally claim their independence. When ISIS soldiers drove al-Maliki's forces from the oil-production center of Kirkuk, the formidable Kurdish militia known as the *peshmerga* stepped in to grab the city. Neighboring Turkey has lately begun to reconsider its long-held opposition to a Kurdish state. Perhaps an oil-rich, peaceful buffer between the Turks and the anarchy of Iraq wouldn't be so bad. "We've said all along that we won't break away from Iraq but Iraq may break away from us," Qubad Talabani, Deputy Prime Minister of the Kurdish Regional Government, tells TIME. "And it seems that it is."

Other borders could also be in danger. Western Iraq abuts the kingdom of Jordan, a vital U.S. ally and oasis of regional moderation. Though he is a Sunni, Jordan's Western-educated King Abdullah is precisely the sort of ruler ISIS would hope to topple, and Abdullah's kingdom sits inside the sprawling caliphate sometimes depicted on ISIS maps. So does Lebanon, a sectarian tinderbox. Syria, meanwhile, may be melting into unofficial quasi-states.

20 The region's heavyweights, Sunni King Abdullah of Saudi Arabia and Shi'ite Ayatullah Ali Khamenei of Iran, watch with wariness and few good options. For Abdullah, al-Maliki's pain is a welcome development, for the Saudis have always felt threatened by his ties with Iran. On the other hand, since the earliest days of al-Qaeda, the Sunni radicals have cherished the dream of deposing Abdullah's family and taking possession of the Arabian holy cities of Mecca and Medina. The Saudis look to Iraq and see nothing but enemies. The same goes for Israel, ever a prime target for both Sunni and Shi'ite militants.

21 In Iran, the growing momentum of Sunni radicalism has set alarms clanging. As the movement obliterates borders, the sheer number of Sunnis—nine of them for every Shi'ite—compels Iran to act. The pressure is such that Tehran is contemplating one of the strangest partnerships in its 35-year revolutionary history, wading into tentative talks on the crisis with the Great Satan himself: Uncle Sam.

RAW IMAGES Photos of an alleged massacre stoke sectarian rage

The photographs are disturbing. Members of ISIS stand with their automatic rifles pointing at rows of men wearing civilian clothes, some handcuffed. Other photographs appear to show the militants shooting. Others show trenches filled with what seem to be bodies.

22 Posted to social-media sites affiliated with ISIS on June 14, the images were accompanied by a sobering message: the extremist group claimed to have killed 1,700 Iraqi soldiers, including those in the photos, in the preceding week. The online messages claimed that Shi'ites among the troops had been singled out.

The killings have not been verified, but if the militants did execute that many captives, the slaughter would represent the biggest mass killing in a bloody multiyear war that now spans Syria and Iraq. Even if the claims are exaggerated, the images could be intended to terrify ISIS's opponents as the group consolidates control of Iraq's Sunni-dominated regions.

23 ISIS may have another reason to release the photographs, real or not—to provoke the country's Shi'ite militias, potentially igniting a sectarian war. ISIS's ultimate goal in such a conflict: the creation of a fundamentalist Sunni state. —ARYN BAKER



THE FOREVER WAR

BARACK OBAMA FIRST RAN FOR PRESIDENT, in large measure, to end the Iraq War, and he takes pride in having done so. It surely wasn't easy, then, to announce that some 170 combat-ready soldiers were headed to Baghdad to secure the U.S. embassy. The White House insists that Obama won't re-enter a ground war, though military planners are exploring possible air strikes. (For now, limited intelligence and ill-defined targets have put bombing on hold.) The likelier option is a small contingent of special forces to advise Iraq's military. But Obama wants to leverage any possible U.S. help to force al-Maliki into major political reforms. A new governing coalition giving Sunnis real power could offer the country's only hope for long-term survival. Whether something the U.S. couldn't accomplish when its troops were still in Iraq is feasible now is another question.

Clearly, Obama was mistaken in declaring, after the last U.S. troops departed in 2011, that "we're leaving behind a sovereign, stable and self-reliant Iraq." But while Washington plunged into the blame game, fair-minded observers could see that the U.S.'s road through the region is littered with what-ifs and miscalculations. What if we had never invaded Iraq? What if we had stayed longer? What if Obama had acted early in the Syrian civil war to put arms in the hands of nonradical rebels? "We would have less of an extremism problem in Syria now, had there been more assistance provided to the moderate forces," Obama's former ambassador to Damascus, Robert Ford, told CNN on June 3.

24 Yet on a deeper level, the blame belongs to history itself. At this ancient crossroads of the human drama, the U.S.'s failure echoes earlier failures by the European powers, by the Ottoman pashas, by the Crusaders, by Alexander the Great. The civil war of Muslim against Muslim, brother against brother, plays out in the same region that gave us Cain vs. Abel. George W. Bush spoke of the spirit of liberty, and Obama often invokes the spirit of cooperation. Both speak to something powerful in the modern heart. But neither man—nor America itself—fully appreciated until now the continuing reign of much older spirits: hatred, greed and tribalism. Those spirits are loosed again, and the whole world will pay a price. —REPORTED BY ARYN BAKER AND HANIA MOURTADA/BEIRUT, MASSIMO CALABRESI, JAY NEWTON-SMALL AND MARK THOMPSON/WASHINGTON AND KARL VICK/JERUSALEM

Stage 1—Desired Results

Standards: The following standards are taken directly from the AP College Board website as the structure for the course’s audit.

IV. Political Organization of Space

A. Territorial dimensions of politics

1. The concept of territoriality
2. The nature and meaning of boundaries
3. Influences of boundaries on identity, interaction, and exchange

B. Evolution of the contemporary political pattern

1. The nation-state concept
2. Colonialism and imperialism
3. Federal and unitary states

C. Challenges to inherited political–territorial arrangements

1. Changing nature of sovereignty
2. Fragmentation, unification, alliance
3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment
4. Electoral geography, including gerrymandering

Enduring Understandings:

Students will understand that...

Cultures of people are affected by legal or lack of legal political recognition.

Names for territories (i.e. nation, nation-state, etc.) signify different legal recognition in different super / supranational organizations.

History has affected the legal recognition of territories.

Identifying main points within a piece of nonfiction allow the reader to discern the author’s overall message. This can be synthesized in a paraphrase.

Speaking, reading, and writing are essential skills to success in college and in life.

Essential Questions:

1. How do the shapes of countries influence the way in which they are run?
2. How do boundaries between countries cause problems in people’s lives?
3. How do citizens of countries who cooperate with one another benefit?
4. How does political organization of space in other places affect me?
5. How does political organization of space affect contemporary issues around the world?

Objectives

(Knowledge) Students will be able to...

Define various types of territoriality and legal political terms.

List the shapes of boundaries and how they influence identity and other interactions.

Articulate how politics evolved over time to get to where they are today.

List examples of fragmentation, unification, and alliance.

(Skills/Abilities) Students will be able to...

Analyze the territorial dimensions of politics.

Communicate the effect of political and legal terms on the people who are residents of those areas.

Compare and contrast: colonialism vs. imperialism and federal states vs. unitary states AND decide which type of government is best for which shape of a state.

Describe the relationships between NATO, CENTO, and

Describe the survey system and the 1785 Land Ordinance.

Describe how waters are divided into territories.

SEATO. How do these similarities and differences affect countries that are members of these organizations in terms of crisis?

Describe the significance of antecedent boundaries and subsequent boundaries. Explain how these boundaries affect an area.

Stage 2—Assessment Evidence

Performance Tasks:

FRQ: Students will be assessed on their understanding of population standards and objectives by writing Free Response Questions that synthesize folk culture and popular culture information – especially the effects of globalization. This will also assess their understanding of the FRQ process for the APHG exam in May. These will be taken from past APHG FRQs.

Projects: Students will create districts using the technique of gerrymandering. Additionally, they will plot lots using a land lot survey system. Lastly, students will create “mini-countries” that are different shapes. In their creation of the countries, the students will explain the best type of government each country should have based on their shape.

Asia Quiz: Students will be expected to memorize the countries and correct spellings of all countries within Asia.

Other Evidence:

Scaffolded APQs: based on Blooms Taxonomy

- These are bi-weekly quizzes that assess students’ understanding of the AP material

Weekly article analysis

- Students will pull a current event article that is influenced by geography and write a critical analysis that describes the influence of folk culture and globalization that we discuss within this unit

Practice APHG Exams

- Students will complete sets of APHG multiple choice questions as DNs and as CW.

Exit Slips – open-ended response format

Stage 3—Learning Plan

Learning Activities:

- Reciprocal teaching exercises on chunks of chapters
- Reading guides based on information within chapters
- Cornell notes
- Gallery walks
- Jigsaw activities
- Paraphrasing activities / explicit instruction
- Closure paragraphs
- OSAE analysis charts – specifically of Chicago (these charts are specifically designed to help the students think and analyze spatially; they worked really well last year).

Stage 4 – Reflection

Unit Plan Calendar

Week 1: December 1 - 5

Monday	Tuesday	Wednesday	Thursday	Friday
<p>CRS: A. Territorial dimensions of politics</p> <ol style="list-style-type: none"> 1. The concept of territoriality 2. The nature and meaning of boundaries 3. Influences of boundaries on identity, interaction, and exchange <p>SWBAT define territoriality. SWBAT define different types of political terminology: state, country, nation-state, multinational state.</p>	<p>CRS: B. Evolution of the contemporary political pattern</p> <ol style="list-style-type: none"> 1. The nation-state concept 2. Colonialism and imperialism 3. Federal and unitary states <p>Objective(s): SWBAT define different types of political terminology: state, country, nation-state, multinational state.</p> <p>SWBAT describe the differences between the different types of political territories based on their cultural and political characteristics.</p>	<p>CRS: A. Territorial dimensions of politics</p> <ol style="list-style-type: none"> 1. The concept of territoriality 2. The nature and meaning of boundaries 3. Influences of boundaries on identity, interaction, and exchange <p>Objective(s): SWBAT list and describe natural and political boundaries. SWBAT describe the differences between natural and political boundaries. SWBAT evaluate the effects of different types of boundaries on a culture.</p>	<p>CRS: A. Territorial dimensions of politics</p> <ol style="list-style-type: none"> 1. The concept of territoriality 2. The nature and meaning of boundaries 3. Influences of boundaries on identity, interaction, and exchange <p>Objective(s): SWBAT list and describe natural and political boundaries. SWBAT describe the differences between natural and political boundaries. SWBAT evaluate the effects of different types of boundaries on a culture.</p>	<p>B. Evolution of the contemporary political pattern</p> <ol style="list-style-type: none"> 1. The nation-state concept 2. Colonialism and imperialism 3. Federal and unitary states <p>SWBAT define and provide examples of colonialism. SWBAT describe the influence that various European countries had in African colonies.</p>

Week 2: December 7 - 12

Monday	Tuesday	Wednesday	Thursday	Friday
<p>CRS: B. Evolution of the contemporary political pattern</p> <ol style="list-style-type: none"> 1. The nation-state concept 2. Colonialism and imperialism 3. Federal and unitary states <p>Objective(s): SWBAT define imperialism. SWBAT compare and contrast imperialism and colonialism. SWBAT define the meaning of a federal state and a unitary state. SWBAT list the pros and cons of each type of government.</p>	<p>CRS: B. Evolution of the contemporary political pattern</p> <ol style="list-style-type: none"> 1. The nation-state concept 2. Colonialism and imperialism 3. Federal and unitary states <p>Objective(s): SWBAT define factors and effects of the break-up of states in Europe. SWBAT provide examples of fragmentation and unification.</p>	<p>CRS: C. Challenges to inherited political–territorial arrangements</p> <ol style="list-style-type: none"> 1. Changing nature of sovereignty 2. Fragmentation, unification, alliance 3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment 4. Electoral geography, including gerrymandering <p>Objective(s): SWBAT evaluate the most effective form of government based on a state’s physical shape.</p>	<p>CRS: C. Challenges to inherited political–territorial arrangements</p> <ol style="list-style-type: none"> 1. Changing nature of sovereignty 2. Fragmentation, unification, alliance 3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment 4. Electoral geography, including gerrymandering <p>Objective(s): SWBAT define fragmentation and unification.</p>	<p>Interim – No Class</p>

Week 3: December 15 - 19

Monday	Tuesday	Wednesday	Thursday	Friday
<p>B. Evolution of the contemporary political pattern</p> <ol style="list-style-type: none"> 1. The nation-state concept 2. Colonialism and imperialism 3. Federal and unitary states <p>SWBAT analyze water territories and draw conclusions about the effects these boundaries may have between countries.</p>	<p>CRS: B. Evolution of the contemporary political pattern</p> <ol style="list-style-type: none"> 1. The nation-state concept 2. Colonialism and imperialism 3. Federal and unitary states <p>Objective(s): SWBAT define “alliance.” SWBAT discuss the qualities associated with each alliance group individually. SWBAT describe the differences in political structure attributed to each alliance group individually. SWBAT explain the powers that countries are allowed and not allowed to have as members of each group.</p>	<p>CRS: C. Challenges to inherited political–territorial arrangements</p> <ol style="list-style-type: none"> 1. Changing nature of sovereignty 2. Fragmentation, unification, alliance 3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment 4. Electoral geography, including gerrymandering <p>Objective(s): SWBAT describe the process of land surveying associated with the 1785 Land Ordinance. SWBAT compare the survey system to lines of longitude and latitude. SWBAT explain survey system maps and graphs.</p>	<p>CRS: C. Challenges to inherited political–territorial arrangements</p> <ol style="list-style-type: none"> 1. Changing nature of sovereignty 2. Fragmentation, unification, alliance 3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment 4. Electoral geography, including gerrymandering <p>Objective(s): SWBAT evaluate the cultural and political effects of antecedent boundaries and subsequent boundaries. SWBAT define major water territory boundaries. SWBAT locate water territories on a map and determine their impact on a country’s internal culture.</p>	<p>No Class</p>

Week 4: January 5 - 9

Monday	Tuesday	Wednesday	Thursday	Friday
<p>CRS: C. Challenges to inherited political–territorial arrangements 3. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment</p> <p>Objective(s): SWBAT define antecedent boundaries and subsequent boundaries.</p>	<p>CRS: All from Unit Four</p> <p>Objective(s): Review For Exam</p> <p>SWBAT demonstrate an understanding of all objectives through exam review activities.</p>	<p>CRS: All from Unit Four</p> <p>Objective(s): Review For Exam</p> <p>SWBAT demonstrate an understanding of all objectives through exam review activities.</p>	<p>CRS: All from Unit Four</p> <p>Objective(s): Review For Exam</p> <p>SWBAT demonstrate an understanding of all objectives through exam review activities.</p>	<p>CRS: All from Unit Four</p> <p>Objective(s): Review For Exam</p> <p>SWBAT demonstrate an understanding of all objectives through exam review activities.</p>

Southernization: Unit 4 Exam (Multiple Choice)

1. Which reason BEST explains why have many historians traditionally referred to the time period following the fall of Rome as the “Dark Ages”?
 - a. All historians have agreed that there were very few notable innovations and developments that took place throughout the world during this time period.
 - b. To this day, historians have failed to discover any evidence at all of what occurred during this time period of history. As a result of the lack of historical evidence, they attributed that name to the era.
 - c. Many traditional historians have had a Western bias about history, which has led to this time period to be known as the Dark Ages, even though it only applies to the lack of notable innovations and developments in Europe.
 - d. All of the above.
2. Which of the following is one of the ways Anglo-Saxon England contributed to the Dark Ages being “dark”?
 - a. Augustine led much of England to convert to Christianity in 597.
 - b. The great poem *Beowulf*, was written during this time period. It is a very dark and frightening tale.
 - c. The English language began to take hold in this part of Europe.
 - d. Germanic tribes and Vikings invaded England numerous times during this time period.
3. Which of the following PERSIA-GT element does NOT apply to Anglo-Saxon England?
 - a. E → Britain’s environment improved throughout the time period as a result of the government building up its navy and military.
 - b. R → Constantine converted much of England to Christianity.
 - c. P → There were numerous leaders of Anglo-Saxon England, as a result of so many invaders attacking Britain and political turmoil.
 - d. All of the above.
4. The Byzantine Empire contributed to the spread of Eastern Orthodox Christianity. Today, which country is home to the most Eastern Orthodox Christians (over 100,000)?
 - a. Ukraine
 - b. United States
 - c. Russia
 - d. Romania
5. In the Institutes of Justinian’s Code (of the Byzantine Empire), it states that the guidelines of law are “to live honestly, to hurt no one, to everyone his due”. What is the meaning of “to everyone his due”?
 - a. To provide everyone with an equal chance to do their best.
 - b. To give everyone the justice to which he/she is entitled by law.
 - c. To grant everyone the right to vote and have a say in the government.
 - d. To reward each law-abiding citizen with a reward for being loyal to the government.

6. Historians credit the Byzantine Empire for preserving Ancient Greek literature that would have otherwise been lost forever. Which component of PERSIA-GT does Ancient Greek literature contribute to the MOST?
- G
 - E
 - S
 - I
7. Why did the Turks change Constantinople's name to Istanbul in 1453?
- Islam became its official religion.
 - Christianity became its official religion.
 - Buddhism became its official religion.
 - Scientology became its official religion.
8. Which of the following could be argued as a primary reason to study the Byzantines?
- The Byzantines founded the Eastern Orthodox Church, which has about 250,000 followers today.
 - The Byzantines created Justinian's Code, which contains ideals that inspired John Locke and Thomas Jefferson.
 - The Byzantines preserved classical Greek literature, which people still study and learn from today.
 - All of the above could be argued as primary reasons for studying the Byzantines.
9. _____ are to Islam as _____ are to Christianity.
- Islams; Christians
 - Muslims; Christians
 - Arabs; Christians
 - Islamic; Christians
10. What does Mohammed's role within Islam suggest about him as a person?
- He was violent and vicious, willing to spread the word by any means necessary.
 - He was, most likely, considered a trustable man by his God and people.
 - He was careless, losing things often- this is why his role in Islam was minimal.
 - He was happy and always smiling.
11. **According to the "Spread of Islam" DBQ**, what are three reasons that explain why Islam spread?
- Terrorism, structure and rules to society (ordinances), and technological innovations
 - Trade, conquest, and the translation of the Koran
 - Terrorism, trade, and conquest
 - Trade, structure and rules to society (ordinances), and conquest

12. The city of Mecca was a central location, and people were constantly exchanging goods before taking items and ideas back to their homeland. Ideas were spread to various areas including Africa, Europe and Asia. This best exemplifies:
- Conquest
 - Structure and rules to society (ordinances)
 - Trade
 - Technological innovations
13. What does the following quote suggest about the beliefs of Islam: "whoever killed a human being, except as a punishment for murder or other villainy...shall be deemed as having killed all mankind; and whoever saved a human life shall be deemed as having saved all mankind."
- Human life is very valuable and all humans are interconnected.
 - In order to keep a safe society, we must punish all criminals, regardless of the crime, by death.
 - Private property was valued and should never be taken away.
 - At no time is it ever permissible to use violence on another human being.
14. What year is closest to the time when Islam began to develop and spread?
- 620 CE
 - 2014 CE
 - 600 BCE
 - 3000 BCE
15. How is the Qur'an (Koran) used today?
- It is the road from Mecca to Medina- the path taken by Mohammed that displays the beginnings of Islam.
 - It is the holy book that is used by Muslims as their book of worship. It is what they use as a guide for life.
 - It is a shrine in Mecca that Muslims visit to pray.
 - It is not used because it no longer exists.
16. When Islam began in Arabia, specifically Mecca, many Arabs may have rejected Islam at first because...
- They (Muslims) were perceived to be funny looking since they wore unique clothes and garments.
 - They (Muslims) used human sacrifices. This was a practice that other Arabs were now rejecting.
 - They (Muslims) believe in many gods, and this was now seen as barbaric.
 - The Arabs were pagans and believed in multiple gods. They (the Arabs) may not have been accepting of the idea of one God.
17. What direction do Muslims face in order to pray and why is it significant?
- In order to shield their face from the sun, Muslims pray facing the city of Mecca.

- b. In order to honor the United States government, all Muslims pray facing Washington, D.C.
- c. In order to honor the origins of their religion, they pray facing the city Mecca.
- d. In order to protect themselves, Muslims always pray facing their enemies.
18. How is the Koran different from the Bible?
- a. The Koran is written only in Hebrew and the Bible is written only in English.
- b. The Koran is supposed to be the exact words of Allah (God), as told through Mohammed. The Bible is a collection of stories told by the apostles.
- c. The Koran is a secondary source and the Bible is a primary source.
- d. The Bible included names and ideas such as the following: Moses, Jesus, God, and prayer. The Koran does not.
19. Which best explains why Muslims divided after the death of Mohammed?
- a. One group of Muslims believed that the next leader should be chosen according to family lineage, while another group of Muslims believed that the next leader should be chosen by allowing people to vote.
- b. One group of Muslims believed that the next leader should be chosen according to family lineage, while another group of Muslims believed that the next leader should be appointed according to who has the most wealth and riches.
- c. One group of Muslims believed that they next leader should be chosen according to how vicious he was. This group wanted a strong leader. The other group of Muslims wanted a leader that preached peace, never violence.
- d. There were no disagreements after the death of Mohammed- everyone held hands and sang songs together. They sang songs such as, "Turn Down For What," "This Little Light of Mine," and "Call Me Maybe."
20. Identify the statement that best explains the relationship between the Sunni and Shiite Muslims.
- a. They live in separate parts of the world and never interact with one another.
- b. They are engaged in constant warfare everywhere that they are near one another.
- c. They are peaceful everywhere in the world. As a result of sharing so many beliefs and customs, they coexist with one another seamlessly.
- d. While they are able to get along peacefully in many parts of the world, they still struggle in some locations, leading to oppression and war against one another.
21. Regarding Islam, the following percentage **best** displays a given statement below: **0.005%**
- a. The percentage of people in the world that are Muslim.
- b. The percentage of Muslims that are in ISIS (the Islamic State of Iraq and Syria).
- c. The percentage of Muslims that believe in Allah.
- d. The percentage of Muslims that can fly.
22. What is the significance of the Five Pillars of Islam?
- a. The pillars help to hold in place one of the greatest monuments of Islam. Muslims are still fighting to ensure that this building stays standing.

- b. The pillars tell the story of Mohammed as he traveled, spreading the world of Allah.
c. The pillars are a guide for things that a Muslim must do, including prayer and fasting.
d. The pillars were used by the United States government in order to create the structure of our laws.
23. Joe was a Muslim around 632 CE, when the final prophet died. Joe visited the old home of Mohammed and pleaded with his son-in-law to take the position as the new Imam (leader). Joe is most likely:
- Sunni
 - Jewish
 - Christian
 - Shiite
24. By the end of the period known as the “Dark Ages”, the world knew three, major monotheistic religions. Identify the religions:
- Paganism, Judaism, and Christianity
 - Islam, Judaism, and Christianity
 - Paganism, Islam, and Christianity
 - Islam, Paganism, and Christianity
25. Some modern historians claim that “Southernization is analogous to Westernization”. Based on what was learned and read in class, one can infer that the word analogous means what in that context?
- Related
 - Detrimental
 - Opposite
 - Repetitive
26. Southernization took place between the fourth and eighteenth centuries, PRIMARILY in which continent?
- Africa
 - Europe
 - Asia
 - South America
27. All of the following were innovations/inventions made by the Chinese that helped shape the world we live in today EXCEPT for which of the following?
- Gunpowder
 - Harvesting corn
 - Printing press
 - Compass
28. Why has the idea of Southernization generated controversy in the field of world history?
- Americans from the North are still upset at Americans from the South for the Civil War.

- b. It goes against the idea that the making of the modern world was led by Europeans.
- c. The Southern Hemisphere does not want to be associated with this time period of history, since many historians consider it the “Dark Ages”.
- d. None of the above. Everyone has always agreed with this term.
29. Following the fall of Rome, which diagram best represents the relationship between Southernization, Westernization, and the modern world?
- a. Westernization → Southernization → modern world
- b. Southernization → modern world → Westernization
- c. Southernization → Westernization → modern world
- d. Westernization → modern world → Southernization
30. During the time period of Southernization, Islamic Empires spread ideas and goods throughout Asia, Europe, and Africa (Afroeurasia). Which of the following terms best describes that process?
- a. Cultural diffusion/trade
- b. Propaganda
- c. Technological innovations
- d. Education
31. Which of the following developments did NOT take place during Southernization?
- a. Indians invented crystallized sugar.
- b. Champa rice contributed to China’s population increase.
- c. The cotton gin was developed by the British.
- d. The Chinese invented the compass.
32. In the introduction of the article about Southernization, the author states, “The term Southernization is a new one for many people”. Even though Southernization is concerned with events that took place hundreds of years ago, it is a new term (established in 2003). What can one infer about studying history as a result of this?
- a. History is a living, ever-changing part of human society.
- b. Historians make new discoveries and conclusions about the past every day.
- c. History is open to interpretation and analysis. However, the best arguments and conclusions made about history are a result of having the best evidence.
- d. All of the above.
- e. “Southernization” is going to be the title of the new Indiana Jones sequel.
33. What did the reading indicate about the interactions between Muslims and Vikings?
- a. Due to their ambition for taking over land, they worked together to conquer most Western Europe.
- b. The Vikings and Muslims never interacted, because the lack of technology did not allow them to explore far enough.
- c. They interacted rather peacefully for purposes of trade and acquiring desirable goods.
- d. The interactions between Vikings and Muslims always led to fighting and war.

34. What does the Viking burial process suggest about the role of women in the Viking society?
- a. Women played an important role in Viking society, and the most important jobs were left for them.
 - b. Women were active in fighting for their rights; they believed that they were equal to men.
 - c. Women were used as items to please the men, meaning that they were of little value.
 - d. Women were worshipped as gods by the Vikings.
35. The Muslim reaction to the Viking burial practices can best be described as...
- a. Shocked and disgusted
 - b. Excited and happy
 - c. Fearful and violent
 - d. Tearful and saddened

World History Agenda

Objective: SWBAT: evaluate the validity of the claim that the period of 400CE-1400CE can accurately be described as the Dark Ages.

Big Idea: Before there were iPhones, there were compasses. Before there were compasses, there was the North Star.

Do Now: Classify images into different buckets.

Lecture: lecture on Southernization.

Group Work:

1. We will be in groups of six.
2. Two people will read the "Indian Beginnings", two people will read the "Southernization of China", and two people will read the "Islam Caliphates".
3. We will first read individually, simply annotating for comprehension.
4. You will then re-read your assigned section and answer questions that require more thought and discussion. After working with your partner to do this, you will then share with your group of six.
5. As other groups are sharing, you will take notes in your notebook.

Poster Preparation

Presentations of Posters

Cool Down: Students assess the validity of this statement: The time period between 400CE and 1400CE marks the world's Dark Ages. This was a time of despair, when discoveries and ideas were at a halt.

Homework: Bring all of your documents from this unit in order to study: Byzantine DBQ, Why Islam Spread So Quickly

World History

Topic: Unit 4 – Southernization Dates: November 12th- December 5th

Stage 1—Desired Results

Standards:

College Readiness Standards

Standards: **BOLD** indicates Power Standards for the Quarter

GEN 502 - Draw generalizations and conclusions about people, ideas and so on in more challenging passages

REL 503 - Identify clear relationships between characters, ideas, and so on in more challenging literary narratives

REL 603 - Understand implied or subtly stated cause-effect relationships in more challenging passages

MOW 601 - Determine the appropriate meaning of words, phrases, or statement from figurative or somewhat technical contexts

MID 601 - Infer the main idea or purpose of more challenging passages or their paragraphs

SUP 601 - Locate and interpret minor or subtly stated details in more challenging passages

Common Core State Standards

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; **determine whether earlier events caused later ones or simply preceded them.**

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RL.9-10.7 Analyze the **representation of a subject or a key scene in two different artistic mediums**, including what is emphasized or absent in each treatment

CCSS.ELA-Literacy.RH.9-10.2 Determine the **central ideas or information of a primary or secondary source**; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.4 Determine the **meaning of words and phrases as they are used in a text**, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.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.

Enduring Understandings:

Students will understand that...

Muhammad created the religion of Islam, which led to great changes in the social and political systems of Southwest Asia.

Islamic culture made advancements in philosophy, science, literature, and art.

The expansion of trade led to the migration and the growth of new African kingdoms and societies.

The dynasties brought prosperity in China until the Mongols conquered and made China a part of their empire.

The Byzantine Empire created its own unique civilization in the eastern Mediterranean.

During the “Dark Ages” of Europe, other civilizations, specifically southern Asia, played a role in the

Essential Questions:

How did the spread of new ideas, culture, and beliefs change during this period and how do they affect the world today?

What is a theocracy? Where does it derive its power?

What happens when a government falls? How do societies deal?

What is Sinification? What is cultural diffusion and why does it happen?

development of more trade worthy and cultural artifacts: cloth (India), gold (India), silver (India) gun powder (China), algebra (Islam), poetry (China), printing press (China), silk (Byzantine Empire), etc.

The last of the world's three largest religions (Islam) evolved, and wars were raged to support and protect religion (including Buddhism and Hinduism)

The Mayans were the first American society (that we know of) to keep a detailed record of their civilization

Larger empires (China, Rome/Byzantine Empire, Mayans) were often divided into smaller, more sustainable societies, but they were often in conflict with one another or were threatened by outsiders

Judaism, Christianity and Islam are very similar in overall view of people and the world, but they have various origins and sacred texts

Stage 2—Assessment Evidence

Performance Tasks:

- Unit 4 Exam
- Comparative analysis essay
- Change and continuity over time (CCOT) essay
- DBQ essay
- Guided seminar participation

Other Evidence:

- Classwork
- Homework
- Participation
- Note-taking during college lecture

Stage 3—Learning Plan

Learning Activities:

- Source Analysis – Scholars will be provided with multiple readings in various formats (DBQ, position pieces, news articles, etc.) and complete the task of determining the validity of the source, nature of the source, bias of the source, and SPICEy impact of the source.
- Read-Alouds – Scholars will perform textual popcorn reading in class.
- Stop & Thinks – Scholars will work with partners to read challenging texts, incorporating moments to reflect on recently read material.
- Close Reading Strategies – Modeled and practiced in class, then checked for on a random occurrences.
- Creating a diagrams, visuals, and art that reflect the cultural aspects of importance as pertaining to a given civilization/empire.
- Comparing/contrasting various aspects of PERSIA-GT between societies
- Taking effective notes during a college style lecture.
- Analyzing primary and secondary source historical documents.
- Creating a speech supporting regarding hate-crimes that reflect missing or misinterpreted information
- Completing a timed reading assessment.
- Guided seminars that reflect the learning of several objectives

Stage 4 – Reflection

Interim Score Predictions

Test:	Reading (10 th)
Subject:	World History
Teacher:	Filie/Martinez
Q2 Interim Expected Correct:	15 (out of 25)
Q2 Goal % or Scale Score:	63%
Discuss how you arrived at the number of questions you expect your students to answer correctly on the Q1 interim.	<p>Based on the previous interim scores and the historical scores, we are shooting for a 63%. During the Q1 interim, we scored a 61%, and we want to see some small gains in these numbers.</p>

Unit Plan Calendar

Week 1

Monday	Tuesday	Wednesday, November 12	Thursday, November 13	Friday, November 14
CRS:	CRS:	CRS: START OF UNIT MID, MOW, SUP, GEN, REL	CRS: MID, MOW, SUP, GEN, REL	CRS: MID, MOW, SUP, GEN, REL
What: Why: How:	What: Why: How:	What: Students will be able to evaluate the writing system developed by the Mayans. How: http://www.ancientscripts.com/maya.html Read the text for homework. In class, refer back to cuneiform, hieroglyphics, and the phonetic alphabet.	What: SWBAT understand the causes and effects of invasions of Anglo-Saxon England How: Page 108-109 <i>Almanac of World History</i>	What: SWBAT analyze how cultural diffusion has impacted the world How: Byzantine Empire DBQ (drop box) Look at the influence of the United States (architecture, business, government)

Week 2

Monday, November 17	Tuesday, November 18	Wednesday, November 19	Thursday, November 20	Friday, November 21
CRS: MID, MOW, SUP, GEN, REL	CRS: MID, MOW, SUP, GEN, REL	CRS: MID, MOW, SUP, GEN, REL	CRS: MID, MOW, SUP, GEN, REL	CRS: MID, MOW, SUP, GEN, REL
<p>What: SWBAT synthesize information in order to evaluate the strongest reasons for the spread of Islam</p> <p>How: The Creation of Islam (DBQ) Look at the Life of Muhammad in order to emphasize why he was the chosen prophet</p>	<p>What: SWBAT create a diagram representation reflecting the fundamentals of Islam and the split of the Sunni and Shiite</p> <p>How:</p>	<p>What: SWBAT create an anti-hate speech reflecting modern-day stereotypes, ISIL and the history of Islam.</p> <p>Students will type speech for hw (this will be graded)</p> <p>Why: To understand how the anti-hate comes from a place of misinterpretation/ misunderstanding</p> <p>How:</p>	<p>What: SWBAT create their own religion using the four aspects of religions from the following: Christianity, Islam, Judaism, Hinduism, or Buddhism</p> <p>How: Comparison chart → students will create a Frankenstein. They must create their own religion using pieces of the other religions. They must explain why they have chosen each aspect.</p>	<p>What: SWBAT evaluate the achievements of the Sui and Tang as compared to the Mayans (refer to Classical Era DBQ → “Achievements”)</p> <p>How: http://apworldhistory101.com/history-of-china/sui-2/</p> <p>Almanac of World History 118-121.</p>

Week 3

Monday, November 24	Tuesday, November 25	THANKSGIVING	THANKSGIVING	THANKSGIVING
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CRS: MID, MOW, SUP, GEN, REL	CRS: MID, MOW, SUP, GEN, REL	CRS:	CRS:	CRS:
<p>What: SWBAT evaluate the achievements of the Sui and Tang as compared to the Mayans (refer to Classical Era DBQ → “Achievements”)</p> <p>How: http://apworldhistory101.com/history-of-china/sui-2/ Almanac of World History 118-121.</p>	<p>What: SWBAT evaluate the importance of studying Southernization</p> <p>Homework: Charlemagne</p> <p>Why: It is an area “lost” in many world history texts</p> <p>How: Introduce topic by addressing Europe’s disappearance, and lack of exposure to Asia in texts.</p> <p>AP reading from institute</p>	<p>What: <u>Thanksgiving Break</u></p> <p>Why:</p> <p>How:</p>	<p>What: <u>Thanksgiving Break</u></p> <p>Why:</p> <p>How:</p>	<p>What: <u>Thanksgiving Break</u></p> <p>Why:</p> <p>How:</p>

Week 4

Monday, December 1	Tuesday, December 2	Wednesday, December 3	Wednesday December 4	Wednesday December 5
CRS: MID, MOW, SUP, GEN, REL	CRS: MID, MOW, SUP, GEN, REL	CRS:	CRS:	CRS:

<p>What: SWBAT understand the conditions that lead to rebellion, especially as seen in the <u>Vikings</u>.</p> <p>How: Relate this to other uprisings that spur from bad conditions...sometimes the uprisings occur out of necessity, sometimes due to a lack of structure.</p> <p><i>Almanac of World History</i> page 126-127</p>	<p>What: SWBAT understand the effects of feudalism</p> <p>How: <i>Almanac of World History</i> pages 128-129</p>	<p>What: Unit 4 Review</p> <p>Why:</p> <p>How:</p>	<p>What: Unit 4 Exam</p> <p>Why:</p> <p>How:</p>	<p>What: Unit 4 Exam</p> <p>Why:</p> <p>How:</p>
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Student:
Teacher
Course, Period ____
A Ku Klux Klan threat, 1868
by Ku Klux Klan

CW
A KKK Threat

College: _____
ACT: _____



Ku Klux Klan to Davie Jeems, circa 1868 (Gilder Lehrman Collection)

Reconstruction politics was a catalyst for widespread racism and hatred that freed people experienced throughout the South. The Ku Klux Klan, founded by a Confederate general in 1866, became known as the “invisible empire of the South” in which members represented the ghosts of the Confederate dead returning to terrorize African Americans and Republicans. Although it was a covert organization, the Klan’s displays of violence and intolerance were anything but discreet. Many murders and beatings were never reported due to fear of reprisal from the Klan. This document is an example of the type of threats for which the KKK became known. In this case, the target was Davie Jeems, a black Republican recently elected sheriff in Lincoln County, Georgia. The language of the document evokes a ghostly menacing presence; even the handwriting is reminiscent of a ransom note. The word “notice” and the two holes at the top indicate that it was most likely posted in

a public place. Someone has written on the back of the sheet that “similar threats have prevented all the other Republican officers to take their [commissions].” With the passage of the Civil Rights Act in 1871, the already weakened Klan became dormant, but it resurfaced again in 1915.

Excerpt

Notice

To Jeems, Davie. you. must. be, a good boy. and. Quit. hunting on Sunday and shooting your gun in the night. you keep people from sleeping. I live in a big rock above the Ford of the Creek. I went from Lincoln County County [sic] during the War I was Killed at Manassus in 1861. I am here now as a Locust in the day Time and. at night I am a Ku Klux sent here to look after you and all the rest of the radicals and make you know your place. I have got my eye on you every day, I am at the Ford of the creek every evening From Sundown till dark I want to meet you there next Saturday tell platt Madison we have, a Box. For him and you. We nail all, radicals up in Boxes and send them away to KKK - there is. 200 000 ded men retured to this country to make you and all the rest of the radicals good Democrats and vote right with the white people

Directions: Read the document introduction and transcript and apply your knowledge of American history in order to answer these questions.

1. Why was this notice addressed to Davie Jeems? Explain why the notice was apparently posted publicly.
2. How did the author(s) of the note use fear of the supernatural to frighten the reader?
3. To what extent does this note show the frustration and anger of some white Southerners to the policies of the Radical Republicans?

Student:
Teacher
Course, Period _____

HW_FORM A
An Address on Reconstruction

College:

ACT:

Directions: Answer the following questions based off of the speech you read by Thaddeus Stevens. Be sure to answer in as much detail as possible and use examples from the text.

1. What is the main idea that Senator Stevens is trying to make in the paragraph that is **bolded**?

2. Why did the President want such a light policy towards those states that left the Union?

3. ~~What is Mr. Stevens arguing in the second to last paragraph? Is this an effective argument? Why or why not?~~

4. Why does Congressman Stevens want freed slaves to have the right to suffrage? (List 3 Reasons)

1. _____
2. _____
3. _____

5. Whose interests would Congressman Steven's proposal have served(*helped*), and whose would it have threatened(*hurt*) ?

The Americans © McDougal Littell Inc.

from

AN ADDRESS ON
RECONSTRUCTION

1867

————— Thaddeus Stevens —————

Thaddeus Stevens was a leading Radical Republican who championed such Reconstruction measures as harsh punishment for Confederate leaders and a strong federal role in reconstructing the governments of the former Confederate states and in ensuring equal rights for all in the south. In this speech before Congress, Stevens argues for the passage of his Reconstruction plan, which included granting freed slaves the right to vote.

THINK THROUGH HISTORY : Drawing Conclusions

Whose interests (social, economic, and political) would Stevens's proposal have served, and whose would it have threatened?

Nearly six years ago a bloody war arose between different sections of the United States. Eleven States, possessing a very large extent of territory, and ten or twelve million people, aimed to sever their connection with the Union, and to form an independent empire, founded on the avowed principle of human slavery and excluding every free State from this confederacy. They did not claim to raise an insurrection to reform the Government of the country—a rebellion against the laws—but they asserted their entire independence of that Government and of all obligations to its laws. They were satisfied that the United States should maintain its old Constitution and laws.... No one then pretended that the eleven States had any rights under the Constitution of the United States, or any right to interfere in the legislation of the country....

The Federal arms triumphed. The confederate armies and government surrendered unconditionally. The law of nations then fixed their condition.

They were subject to the controlling power of the conquerors....

In this country the whole sovereignty rests with the people, and is exercised through their Representatives in Congress assembled. The legislative power is the sole guardian of that sovereignty. No other branch of the Government, no other Department, no other officer of the Government, possesses one single particle of the sovereignty of the nation....

...Since, then, the President cannot enact, alter, or modify a single law; cannot even create a petty office within his own sphere of duties; if, in short, he is the mere servant of the people, who issue their commands to him through Congress, whence does he derive the constitutional power to create new States; to remodel old ones; to dictate organic laws; to fix the qualification of voters; to declare that States are republican and entitled to command Congress to admit their Representatives?...

To reconstruct the nation, to admit new States, to guaranty republican governments to old States are all legislative acts. The President claims the right to exercise them. Congress denies it and asserts the right to belong to the legislative branch....

...The President is for exonerating the conquered rebels from all the expense and damages of the war, and for compelling the loyal citizens to pay the whole debt caused by the rebellion. He insists that those of our people who were plundered and their property burned or destroyed by rebel raiders shall not be indemnified, but shall retain their own property, most of which was declared forfeited by the Congress of the United States. He desires that the traitors (having sternly executed that most important leader, Rickety Weirze, as a high example) should be exempt from further fine, imprisonment, forfeiture, exile, or capital punishment, and be declared entitled to all the rights of loyal citizens. He desires that the States created by him shall be acknowledged as valid States, while at the same time he inconsistently declares that the old rebel States are in full existence, and always have been, and have equal rights with the loyal States....

...There are several good reasons for the passage of this bill [radical reconstruction]. In the first place, ¹it is just. I am now confining my argument to negro suffrage in the rebel States. Have not loyal blacks quite as good a right to choose rulers and make laws as rebel whites? In the second place, ²it is a necessity in order to protect the loyal white men in the seceded States. The white Union men are in a great minority in each of those States. With them the blacks would act in a body; and it is believed that in each of said States, except one, the two united would form a majority, control the States, and protect themselves....

Another good reason is, ³it would insure the dominance of the Union party. Do you avow the party purpose? exclaims some horror-stricken demagogue. I do. For I believe, on my conscience, that on the continued ascendancy of that party depends the safety of this great nation. If impartial suffrage is excluded in the rebel States then every one of them is sure to send a solid rebel representative delegation to Congress, and cast a solid rebel electoral vote. They, with their kindred Copperheads of the North, would always elect the President and control Congress....For these, among other reasons, I am for negro suffrage in every rebel State. If it be just, it should not be denied; if it be necessary, it should be adopted; if it be a punishment to traitors, they deserve it.

Student:
Teacher
Course, Period _____

HW
An Address on Reconstruction

College:

ACT:
—

Directions: Answer the following questions based off of the speech you read by Thaddeus Stevens. Be sure to answer in as much detail as possible and use examples from the text.

1. What is the main idea Senator Stevens was trying to get across in the third paragraph?
2. Why did the President want such a lenient policy towards those states and individuals that left the Union?
3. What is Mr. Stevens arguing in the second to last paragraph? Is this an effective argument? Why or why not?
4. Why does Congressman Stevens want freed slaves to have the right to suffrage?
5. Whose interests would Congressman Steven's proposal have served, and whose would it have threatened?

from
**AN ADDRESS ON
RECONSTRUCTION**
1867

----- *Thaddeus Stevens* -----

Thaddeus Stevens was a leading Radical Republican who championed such Reconstruction measures as harsh punishment for Confederate leaders and a strong federal role in reconstructing the governments of the former Confederate states and in ensuring equal rights for all in the south. In this speech before Congress, Stevens argues for the passage of his Reconstruction plan, which included granting freed slaves the right to vote.

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Another good reason is, it would insure the ascendancy of the Union party. Do you avow the party purpose? exclaims some horror-stricken demagogue. I do. For I believe, on my conscience, that on the continued ascendancy of that party depends the safety of this great nation. If impartial suffrage is excluded in the rebel States then every one of them is sure to send a solid rebel representative delegation to Congress, and cast a solid rebel electoral vote. They, with their kindred Copperheads of the North, would always elect the President and control Congress....For these, among other reasons, I am for negro suffrage in every rebel State. If it be just, it should not be denied; if it be necessary, it should be adopted; if it be a punishment to traitors, they deserve it.

Source: Address to Congress by Thaddeus Stevens in *Congressional Globe*, 39th Congress, 2d Session Part I, January 3, 1867.

REVIEW
CHAPTER
4

Section 4

SKILLBUILDER PRACTICE *Forming Generalizations*

The decisions by the Supreme Court during the 1870s had a major impact on efforts to make Reconstruction in the South work. What do the decisions and their effects reveal about the influence of the Supreme Court in general? Read the passage below, then answer the questions at the bottom of the page. (See Skillbuilder Handbook, p. R16.)

The Slaughterhouse Cases In 1869 the legislature of the state of Louisiana had agreed to give all the slaughterhouse business in New Orleans to one company and to close all the other slaughterhouses. The butchers whose businesses had been closed sued the state for illegally taking away their occupation, in violation of the Fourteenth Amendment guarantee that no state could “abridge the privileges or immunities” of a United States citizen.

The Supreme Court ruled in favor of the Louisiana legislature and against the butchers. Basically, the Court interpreted the Fourteenth Amendment to mean that protection of rights under the amendment applied only to the rights people had because they were citizens of the nation, such as the right to travel safely between two states. The amendment did not apply, the Court said, to the basic civil rights a person acquires by being a citizen of a state. As a result, the federal government was not required to protect those civil rights from the states. The Fourteenth Amendment had been intended to prevent the

states from infringing on the rights of former slaves. The Supreme Court’s decision nearly nullified that intent.

The Weakening of Reconstruction The ruling in the *Slaughterhouse* cases and in other cases before the Supreme Court in the 1870s signaled the Court’s pulling of its support for Reconstruction. State and local officials found numerous loopholes in the laws to limit the rights of African-American men, confirming fears among Northerners that Reconstruction’s goal of equality could not be enforced.

Gradually, political support for Reconstruction also dwindled, helped by President Grant’s reluctance to use federal power in state and local affairs. Reconstruction officially ended in the South with the political deal known as the Compromise of 1877. By then, Southern Democrats had replaced Republicans in state legislatures and reversed Republican policies, thus limiting the rights and opportunities of free African-American men.

1. What were some short-term effects of the Court’s decision in the *Slaughterhouse* cases?

2. What were some long-term effects?

3. How would you generalize about the Supreme Court’s influence on other areas of American politics?

The Union in Peril**Section 4****Reconstruction and Its Effects****Terms and Names**

Freedmen's Bureau Agency established by Congress to help former slaves in the South

Reconstruction The period of rebuilding the nation after the Civil War

Radicals Republicans who wanted to destroy the political power of former slaveholders

Andrew Johnson President after Lincoln's assassination

Fourteenth Amendment Gave African Americans citizenship

Fifteenth Amendment Banned states from denying African Americans the right to vote

scalawag White Southerners who joined the Republican Party

carpetbagger Northerners who moved to the South after the war

Hiram Revels First African-American senator

sharecropping System in which landowners gave a few acres of land to farm workers in return for a portion of their crops

Ku Klux Klan (KKK) A secret group of white Southerners who used violence to keep blacks from voting

Before You Read

In the last section, you saw how the Union won the Civil War. In this section, you will see that the federal government's efforts to rebuild Southern society after the war collapsed.

As You Read

Use a table to list problems facing the South after the Civil War and their proposed solutions.

THE POLITICS OF RECONSTRUCTION (Pages 184-186)
What was Reconstruction?

The **Freedmen's Bureau** was an agency established by Congress to help former slaves in the South. It was part of **Reconstruction**, the period during which the United States began to rebuild after the Civil War. It also refers to the process of bringing the Southern states back into the nation. It lasted from 1865 to 1877.

During the war, Lincoln made a plan for Reconstruction that was lenient, or easy,

on the South. It included pardoning Confederates if they would swear allegiance to the Union. Lincoln's plan angered the **Radicals**, a group of Republicans who wanted to destroy the political power of former slaveholders. After Lincoln died, his vice-president, **Andrew Johnson**, became president. Johnson's plan was similar to Lincoln's.

However, Radical Republicans thought both plans were too easy on the South. They wanted to destroy the political power of former slave owners. They also wanted

Section 4, *continued*

African Americans to be citizens with the right to vote.

Republicans in Congress won a struggle with the president to control Reconstruction. They had enough votes to pass a law creating the Freedman's Bureau. It gave food and clothing to former slaves and set up hospitals and schools. Congress also passed the Civil Rights Act of 1866. It said that states could not enact laws that discriminated against African Americans.

Congress then passed the **Fourteenth Amendment**. It gave African Americans citizenship. Johnson urged Southern states not to ratify it because they had no say in creating it. Congress responded with the Reconstruction Act of 1867. It said no state could re-enter the Union until it approved the Fourteenth Amendment and gave the vote to African-American men.

The fight between Congress and Johnson led Congress to look for a way to impeach the president. Johnson had removed a cabinet member. Congress said he did it illegally. Johnson was impeached, but he avoided conviction and removal from office by just one Senate vote.

In 1868, war hero Ulysses S. Grant was elected president. African-American votes in the South helped him win. Then, in 1870, the **Fifteenth Amendment** was ratified. It banned states from denying the vote to African Americans.

1. How did the Fourteenth and Fifteenth Amendments improve the lives of African Americans?

RECONSTRUCTING SOCIETY

(Pages 186-188)

How did the economy in the South change after the war?

By 1870, all former Confederate states were back in the Union. Their governments were run by Republicans. The South faced terrible economic conditions. Many men had died in the war. People had lost their investments. Farms were ruined. The state governments began public works programs to repair the physical damage. They also provided social services. They raised taxes to pay for these programs.

Three groups of Republicans had different goals. **Scalawags** were white Southerners. They were small farmers who did not want wealthy planters to regain power. **Carpetbaggers** were Northerners who had moved South. African Americans had voting rights for the first time and voted Republican. But many white Southerners resisted equality for African Americans.

During Reconstruction, many former slaves moved to the cities. With help, they organized schools and churches. Many African Americans voted, and some were elected to office. **Hiram Revels** was the first African-American senator.

African Americans wanted to farm their own land. They had been promised "forty acres and a mule" by General Sherman. Congress, though, did not honor this promise.

Meanwhile, Southern planters wanted to return to the plantation system. They tried to make sure African Americans could not own land. To survive, many former slaves became sharecroppers. **Sharecropping** is a system in which landowners give a few acres of land to

Section 4, *continued*

their farm workers. The “croppers” keep a small portion of their crops and give the rest to the landowner.

Another system that allowed whites to control the labor of African Americans was tenant farming. Tenant farmers rented land from the landowners for cash.

2. Who had control of land and labor in the South?

THE COLLAPSE OF RECONSTRUCTION (Pages 188-189)
What gains of Reconstruction were undone?

Many Southern whites did not like African Americans voting. Some formed secret groups such as the **Ku Klux Klan (KKK)** that used violence to keep blacks from voting. Other whites refused to hire blacks who voted. Congress passed the

Enforcement Acts to stop the violence. However, Congress also gave the vote to many former Confederates. As a result, Democrats began to regain power.

Support for Reconstruction was weakened by division in the Republican Party and a series of bank failures known as the Panic of 1873, which led to a five-year depression.

The disputed election of 1876 resulted in the end of Reconstruction. Southern Democrats agreed to accept the Republican Rutherford B. Hayes as president in return for the withdrawal of federal troops from the South. Without federal troops, Southern democrats took control and Reconstruction was over.

3. How was Reconstruction undone?

Section 4, *continued*

As you read this section, make notes that summarize the changes that took place as a result of Reconstruction. List the postwar problems, classifying each problem as political, economic, or social. Then indicate how individuals and the government responded to each difficulty or crisis.

Problems	Responses
1. Primarily political	
2. Primarily economic	
3. Primarily social	

Monday October 20th

CRS: GEN 701- Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage

Objective: SWBAT- Describe various Reconstruction plans and analyze the political consequences of the plan.

SWBAT: Explain reasons for the end of Reconstruction.

(20) Do Now: Interim Analysis- Students will use their Interim from Friday and the booklets and analyze their incorrect answers. (Remind them about Portfolio while they are completing this.)

(15) Generalizations worksheet -Using the generalizations worksheet, model how you would read through this with the Elmo. Demonstrate how you would read for significant details and how you would summarize the main idea of the reading. Then have students answer the questions individually.

(15) Chapter 4 Section 4- In pairs, students read through the guided reading of CH 4 Section 4 and answer questions. Point out that this is basically the main ideas from the section (remind them of what they read on Friday). Do not go over it in class, but remind them that they need to know this information for the test on Thursday.

(10)Whole class read – A KKK Threat- Read in groups and discuss the questions.

(10) Why did Reconstruction fail?- Have a whole group discussion on the failures of Reconstruction. What are the consequences for this failure?

Homework- An Address on Reconstruction- Students read through the address by Thaddeus Stephens and answer the questions.



#5

Student did not submit the assignment.

	<p>experiences with slavery are more different from each other than similar to each other because...</p> <ul style="list-style-type: none"> ○ At least 2 ways that their lives are similar ○ At least 2 ways that their lives are different ○ At least 3 cited pieces of evidence from the text. <p>WARNING: Even though you are only choosing ONE of the theses as your argument, you must include how Harriet and John's experiences with slavery are <u>SIMILAR AND DIFFERENT!</u></p> <p>Rationale – This assignment will allow you to analyze the different experiences slaves had in the institution of slavery. It will allow you to practice developing a logical and persuasive argument as well as using research to support an argument.</p>
• Role:	You will be writing as an analyst of US History, both modern and past. You will be writing to persuade the audience to agree with your argument.
Audience:	Your teacher
Format:	<ul style="list-style-type: none"> • Typed, 1-inch margins, double spaced • No excessive spacing of lines or margins • MLA format heading • Minimum length: 2 pages <ul style="list-style-type: none"> • Include your own creative title • Staple assignment sheet to front of final draft; staple rough draft to back of final draft • Indent the beginning of each paragraph
Procedure:	<ol style="list-style-type: none"> 1. Gather evidence 2. Brainstorm 3. Write first draft 4. Self edit 5. Peer edit 6. Make revisions based on editing 7. Proofread 8. Print final draft

Rubric						
	Exceeding 100-90%	Meeting 89-80%	Approaching 69-60%	Baseline 59% and ↓	Unacceptable 50%	Points
	40-36	35-32	31-28	27-24	23-20	
	Takes a clear position and supports it with relevant reasons and/or examples through much of the essay.	Takes a clear position and supports it with some relevant reasons and/or examples; there is some development of the essay.	Takes a position and provides uneven support; may lack development in parts or be repetitive OR essay is not developed more than stating an argument.	Attempts to take a position (addresses topic), but position is very unclear or weak. Or takes a position, but provides minimal or no support.	Does not take a position and does not provide support.	____ / 40

	20-18	17-15	14-13	12-11	10	
	Most explanations of citations and argument are detailed accurate and sophisticated.	Some explanations of citations and argument are detailed accurate and sophisticated.	Explanations of citations and argument are weak in detail and sophistication.	Explanations of citations and argument lack detail and sophistication.	Explanations of citations are not relevant.	____ / 20
	20-18	17-15	14-13	12-11	10	
	Written from the 3rd person perspective. Contains at least 3 citations/evidence to support statements made.	Written from the 3rd person perspective. Contains at least 3 citations/evidence to support statements but one or more may be weak.	Written from the 3 rd person perspective. Contains 2 citations/evidence to support statements made.	Not written from the 3rd person perspective. Or Contains less than 2 citations/evidence to support statements made.	Not written from the 3 rd person perspective Or Contains less than 1 citation/evidence to support statements.	____ / 20
Writing	10-9	8	7	6	5	
	Writer presents some variation in sentence structure, but most sentences are similarly stated.	Writer presents some variation in sentence structure, but most sentences are simple sentences.	Writer presents some variation in sentence structure, but most sentences are simple sentences.	Writer does not present variation in sentence structure.	Writer does not consistently write in complete sentences.	____ / 10
	10-9	8	7	6	5	
	Maximum of: 3 spelling errors 3 sentence fragments 3 capitalization errors	Maximum of: 4 spelling errors 4 sentence fragments 4 capitalization errors	Maximum of: 5 spelling errors 5 sentence fragments 5 capitalization errors	Maximum of: 6 spelling errors 6 sentence fragments 6 capitalization errors	Excessive errors in spelling, forming complete sentences and/or capitalization.	____ / 10
					Total: ____ / 100	



Student did not submit the assignment.

Lit teacher's initial

Due Date:

Student Name:

Course Name: US History

Period:

Teacher Name: Broecker

Assignment Title:

Experiences in Slavery

Assignment Summary:

Context – In class we have been learning about the institution of slavery and its impact on the United States. You have been reading about Harriet Jacobs’ experience as a slave and the impact it had on her life. You will be comparing/contrasting Harriet Jacobs’ experience with that of her brother, John S. Jacobs’ experience based on her novel and John S. Jacobs’ narrative “A True Tale of Slavery.”

Form-You will be writing a 2-3 page compare/contrast essay comparing the experiences of Harriet and John based on the following themes: “role of family,” “skills/work,” “treatments,” “relationship to owners,” “escape,” and “views of slavery”. You will be coming to a conclusion about the relationship between both Harriet and John and their owners and how that affected their treatment.

This includes support from each text on the different themes. The citations should be explained thoroughly and cited correctly (MLA format).

Things to include in the essay are:

- Comparisons/contrasts based on three of the themes: “role of family,” “skills/work,” “escape,” and “views of slavery”.
- Your reasons and evidence (citations) in the most effective order
- Detailed conclusion about the comparison about the relationships between each person and their owners and if that affected their treatment.

Rationale – This assignment will allow you to analyze the different experiences slaves had in the institution of slavery. It will allow you to practice developing conclusions based on comparing and contrasting different perspectives.

Role:

You will be writing as an analyst of US History, both modern and past. You will be writing to persuade the audience to agree with your argument.

Audience:

Your teacher

Format:

- **Typed, 1-inch margins, double spaced**
- No excessive spacing of lines or margins
- MLA format heading
- Minimum length: 2-3pgs (Inadequate length will result in a 1-letter-grade drop.)
- Include your own creative title
- Staple assignment sheet to front of final draft; staple rough draft to back of final draft
- Indent the beginning of each paragraph

Procedure:

1. Gather evidence
2. Brainstorm
3. Write first draft
4. Self edit
5. Peer edit
6. Make revisions based on editing

7. Proofread
8. Print final draft
9. **TURNITIN.COM:**
ID: 5551464
Password: washington

Rubric

	Exceeding 100-90%	Meeting 89-80%	Approaching 79-70%	Baseline 69-60%	Unacceptable 59% and ↓	Points
	40-36	35-32	31-28	27-24	23 and below	
	Clearly articulates the similarities and differences in the experiences of Harriet and John, which includes more than 3 examples of similarities/differences and supporting evidence from the texts.	Clearly articulates the similarities and differences in the experiences of Harriet and John, which includes 3 examples of similarities/differences and supporting evidence from the texts.	Clearly articulates the similarities and differences in the experiences of Harriet and John, which includes 2 examples of similarities/differences and supporting evidence from the texts.	Articulates fairly clearly the similarities and differences in the experiences of Harriet and John, which includes 1 example of similarities/differences and supporting evidence from the texts.	Does not clearly articulate similarities and differences of Harriet and John. Or attempts to clearly articulate, but does not provide examples from the texts.	<u> </u> / 40
	20-18	17-15	14-13	12-11	10 and below	
	Explanations of citations are detailed accurate and sophisticated.	Most explanations of citations are detailed accurate and sophisticated.	Some explanations of citations are detailed accurate and sophisticated.	Explanations of citations are weak in detail and sophistication.	Explanations of citations lack detail and sophistication.	<u> </u> / 20
	Includes a detailed conclusion about how the relationships between each person and their owners affected their treatment. This will offer more than 2 solid reasons supporting your conclusion.	Includes a conclusion about how relationships between each person and their owners affected their treatment. This will offer 2 solid reasons supporting your conclusion.	Includes a conclusion about how relationships between each person and their owners affected their treatment. This will offer at least 1 solid reason supporting your conclusion.	Includes a conclusion about how relationships between each person and their owners and if that affected their treatment. This will offer less than 1 solid reason supporting your conclusion.	Does not include a conclusion. Or includes a conclusion but is not on topic.	<u> </u> / 20
	10-9	8	7	6	5	
Writing Expectations:	Writer uses widely varied sentence structure (complex, compound complex) and consistently avoids simple sentence structure.	Writer varies sentence structure (complex, compound complex) to present evidence and articulate ideas.	Writer presents some variation in sentence structure, but most sentences are similarly stated.	Writer presents some variation in sentence structure, but most sentences are simple sentences.	Writer does not consistently write in complete sentences.	<u> </u> / 10
	1 misspelling max No capitalization errors No sentence fragments	Maximum of: 2 spelling errors 2 sentence fragments No errors in capitalization	Maximum of: 3 spelling errors 3 sentence fragments 3 capitalization errors	Maximum of: 5 spelling errors 5 sentence fragments 5 capitalization errors	Excessive errors in spelling, forming complete sentences and/or capitalization.	<u> </u> / 10
Total:						<u> </u> / 100

8920744
Washington

October 20th

Today's Do Now: Using ACT booklets from Friday, go through your results and analyze why you chose the wrong answers, and why they were wrong.

Modeled Reading

- Forming Generalizations- Teacher modeled reading on how one Supreme Court decision influenced Reconstruction politics.
- Students answer questions individually.

CH 4 Section 4

- Read the guided reading worksheets and answer the questions.

A KKK Threat

- What does this note tell you about the author of it?
- Is this type of threatening an effective way to control people?

The Collapse of Reconstruction

- Why did Reconstruction fail? What were the consequences of this failure?

Tonight's Homework

- An Address on Reconstruction- read and answer questions.

Student:
Teacher:
Course, Period ____

CW/HW_STUDY GUIDE_FORM A

Unit 1 Test Review- Chapters 2-4

College: _____

ACT: ____

Please remember that it is a **GUIDE**, not the actual exam. Go through your notes and use the textbook to refresh yourself of the content from this Unit. Note cards for studying are strongly suggested. Happy Studying. 😊

Directions:

Use your notes and text book to define the following terms. Answers DO NOT need to be in complete sentences.

George Washington	Head of the continental army
Marquis De LaFayette	Lobbied for troops to be called in from France and led a command in Virginia during the Revolutionary war.
Treaty of (Paris)	Treaty confirming US independence signed here
Underground Railroad	Network of secret escape routes for slaves
Compromise of 1850	
Sugar Act	
Saratoga	Considered a turning point in the revolutionary war
Valley Forge	Winter camp for Americans (1777- 1778)
Yorktown	Site of British surrender at the end of the Revolutionary war
Judicial Review	An 1803 court case, Marbury vs. Madison, in which the Supreme Court declared the right of the court to determine if a law was unconstitutional.
Monroe Doctrine	Written by John Quincy Adams stating that Europe could no longer colonize in America
American System	

14 th Amendment	
Ulysses S. Grant	
Gettysburg	
General Sherman	
Civil Rights Amendments	
Andrew Jackson	
Stamp Act	Law passed to enforce taxes on printed items
Intolerable Acts	Laws that shut down Boston harbor allowing British commanders to let soldiers stay in their homes
Manifest Destiny	
Boston Massacre	British attack on the colonies that led to the death of Crispus Attucks and 4 others
Declaration of Independence	Document that announced the rights to life, liberty and the Pursuit of happiness
Articles of Confederation	First document to govern the United States
Market Economy	The idea of going out to buy goods instead of growing them yourself
Abolition	
Harriet Tubman	Most famous conductor on the underground railroad

Bill of Rights	
John Quincy Adams	
Lexington and Concord	
KKK	
Robert E. Lee	
Total War	
Reconstruction	
Radical Republicans	
Daniel Shays	Led a farmers rebellion in Massachusetts to the constitutional convention

Directions: Use your QOTW quizzes and notes to help prepare WRITTEN RESPONSES for the following topics.

Revolutionary War

Causes	Results	Important Places

Bill of Rights

How/ Why was it written?	Parts of the Bill of Rights:
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Westward Expansion and Manifest Destiny

How/why did Americans move west?	Which Presidents were important to this move and why?	What people suffered as a result of westward expansion?
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Slavery

Explain the roots of slavery in America	How did slaves escape?
How/why was slavery abolished (ended)?	What happened to freed slaves?

Civil War

Causes

Important Places

Reconstruction Era

(1pt) Directions- Choose the term that best matches the description below.

- A. Stamp Act
- B. Daniel Shays
- C. Marquis de Lafayette
- D. Intolerable Acts
- E. Paris
- Sugar Act

- G. Tea Act
- I. George Washington
- J. Boston Massacre
- K. Declaration of Independence
- L. Articles of Confederation

= people

= major documents

1. **Printed items** led a farmer rebellion in Massachusetts that led to the Constitutional Convention.
2. He lobbied for reinforcement troops from France and led a command in Virginia in the last years of the Revolutionary War.
3. Led to a demonstration where colonists dressed up as Native Americans and dumped a **tea** British product into the Boston Harbor.
4. Parliament passed the **Stamp Act**, requiring colonists to pay a direct tax on a variety of **printed items**.
5. **George Washington** was the head of the Continental Army and led his men through fatigue and starvation.
6. Tensions rose between Britain and the colonies when the **Tea Act** left **Crispus Attucks** and **four** others dead.
7. Parliament passed what the colonists called the **Intolerable Acts**, a series of measures that, among other things, shut down Boston Harbor and authorized British commanders to house soldiers in private homes.
8. The treaty confirming U.S. independence was signed here. **The only location NOT in the United States.**
9. The Shays' Rebellion pointed out the weakness in this, the **first governing document** of the United States.
10. The **Declaration of Independence** announced that people have unalienable rights to **"life, liberty, and the pursuit of happiness."**

big fight

"life, liberty, and the pursuit of happiness."

↳ where are these rights written?

- A. Saratoga
- B. Valley Forge
- C. Yorktown
- D. judicial review
- E. Monroe Doctrine
- Enterprise

- G. market economy
- H. abolition
- I. Harriet Tubman
- J. manifest destiny
- K. Underground Railroad
- Lexington and Concord

= people

= town

11. This town was the site of the British surrender and the end of the Revolutionary War.
12. The 1777-1778 winter camp of the Americans was here.
13. The battle that is considered the turning point in the Revolutionary War was fought here.
14. An 1803 court case, **Marbury v. Madison** affirmed that the Supreme Court had the right to declare an act of Congress unconstitutional, a principle known as **judicial review**.
15. This happens when people begin to purchase the things they need rather than produce everything themselves. **→ Type of economy**
16. Written by John Quincy Adams, this was a statement made to Europeans that the US was no longer open to European colonization.
17. **Underground Railroad** was a network of people and places that would secretly hide and guide slaves to the north towards freedom.
18. **Harriet Tubman** was one of the most famous conductors on the Underground Railroad.
19. **Manifest destiny** is the idea that Americans should and would **expand westward** spreading their ideals as they settled the N. American continent.
20. This was the **abolition** movement to end slavery in the United States.

Part II Multiple Choice Questions (2pts)

Directions- Choose the BEST answer to each of the questions below

_____ 21. During the 1700s, the major reason that there were more Africans enslaved in the South than in the North was that

- ~~a. slavery had been outlawed in the North.~~
- b. enslaved persons could not tolerate the climate of the North.
- c. Southern colonists were less willing to do physical labor.
- d. the Southern economy required a larger number of field laborers.

_____ 22. The Bill of Rights was added to the Constitution in order to

- a. protect the rights of black Americans.
- b. protect the rights of women.
- ~~c. strengthen the authority of the central government.~~
- d. appease the Antifederalists' concern over individual rights.

applies to ALL
Americans, not
just a group

_____ 23. What power did the Articles of Confederation give to the national government?

- a. declare war
- ~~b. collect taxes~~
- c. develop a national court system
- d. enforce laws

_____ 24. What is the name of the system that maintains the separation of powers among the branches of the federal government?

- a. reserved powers
- b. delegated powers
- c. checks and balances
- ~~d. two house congress~~

_____ 25. Why did President Jefferson send Meriwether Lewis and William Clark west?

- a. to negotiate the purchase of the Louisiana Territory
- ~~b. to mine for gold in California~~
- c. to explore newly acquired U.S. territory
- d. to settle new areas as non-slave states

Went to the
west to do
what?

_____ 26. Why was the case of *Marbury v. Madison* significant?

- ~~a. It affirmed that the Supreme Court is the highest court in the land.~~
- b. It established the principle of judicial review.
- c. It barred an outgoing president from making last-minute appointments.
- d. It allowed a president to dismiss a judge appointed by a previous president.

created a new
principle

_____ 27. Which idea is promoted by the concept of nullification?

- a. nationalism
- ~~b. judicial review~~
- c. states' rights
- d. territorial expansion

→ supported

_____ 28. For which action is Nat Turner famous?

- a. leading a violent slave revolt
- ~~b. fighting in the American Revolution~~

- c. publishing an antislavery newspaper
- d. promoting a nonviolent end to slavery

29. The American System helped bring the nation together by

- a. compromising on the difficult issue of slave versus free states.
- b. withdrawing funds from the unpopular Bank of the United States.
- ~~c. giving common people across the nation a voice in government.~~
- d. providing infrastructure that made it easier to travel and transport goods.

30. Andrew Jackson's spoils system increased the new president's power by

- a. overruling Supreme Court decisions with which he disagreed.
- b. ensuring that government officials would agree with his policies.
- ~~c. taking power away from the wealthiest Americans.~~
- d. raising tariffs to fill the government treasury with funds.

31. What was an important effect of the Emancipation Proclamation?

- ~~a. It immediately freed Southern slaves.~~
- b. It gave a moral purpose to the war.
- c. It united the Republican Party.
- d. It kept Great Britain out of the war.

32. Why is the battle of Gettysburg considered a turning point in the Civil War?

- a. It made the South give up the idea of invading the North.
- b. It cut the Confederacy in two.
- ~~c. It convinced the Confederacy to surrender.~~
- d. It marked the first Union victory on the battlefield.

→ who won this battle?

33. What was the aim of "total war" as practiced by Union generals Grant and Sherman?

- a. to fight until the Confederacy had no army left
- b. to break the Southern people's will to fight
- ~~c. to wage war in every part of the South~~
- d. to use the most lethal weapons available

→ what was the goal? → North

34. Which action showed that President Andrew Johnson did not support greater rights for African Americans in the South?

- ~~a. He allowed many high-ranking Confederates to vote without swearing allegiance to the United States.~~
- b. He vetoed the Freedmen's Bureau Act and the Civil Rights Act of 1866.
- c. He fired Secretary of War Edwin Stanton in 1868.
- d. He supported a Reconstruction plan similar to President Lincoln's plan.

35. Which of the following was not a provision of the Reconstruction Act of 1867?

- a. The South would be divided into military districts.
- b. Southern states had to pass the Fourteenth Amendment.
- ~~c. Southern states had to give African Americans the right to vote.~~
- d. All African-American families would receive 40 acres and a mule.

→ a part

Student:
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Part III Document Based Questions (5 points each)

Directions: Use each document below to answer the questions below it. Be sure to answer in complete sentences. Answers should be between ~~3-4 sentences~~ **2-3 sentences**

Document 1

New Windsor June 27th, 1779

Sir,
Your letter of yesterday came safe to my hand, and by . . . the bearer of it I send you Ten guineas for C—r. — His **successor** (whose name I have no desire to be informed of provided his intelligence is good, & seasonably transmitted) should endeavor . . . upon some certain mode of conveying his information quickly, for it is of little avail to be told of things after they have become matter of public notoriety, and known to everybody. — This new agent should communicate his signature and the private marks by which genuine papers are to be distinguished from counterfeits. — There is a man on York Island living on or near the North River, of the name of George Higday who I am told hath given signal proofs of his attachment to us, & at the same time stands well with the enemy. — If upon inquiry this is found to be the case (and much caution should be used in investigating the matter, as well as on his own account as on that of Higday) he will be a fit instrument to convey intelligence to me while I am on the west side of the North River, as he is enterprising and connected with people in Bergen County who will assist in forming a chain to me, in any manner they shall agree on. . . .
—from an intercepted letter from General George Washington to Colonel Benjamin Tallmadge

the person who took over for him

84. This letter was **intercepted** by the British. How might this disruption in the process of communication have affected General George Washington during the American Revolution? **Why is it bad that the British saw a letter from George Washington?**

found

Document 2

Some months after our marriage, the unfeeling master to whom I belonged . . . **had** **constrained** to sell me to his brother, who lived within seven miles of Wm. Gatewood, who then held **Malinda** as his property. I was **permitted** to visit her only on Saturday nights, after my work was done, and I had to be at home before sunrise on Monday mornings or take a flogging. He proved to be so oppressive, and so unreasonable in punishing his victims, that I soon found I should have to run away in self-defence. But he soon began to take the hint, and sold me to Wm. Gatewood the owner of **Malinda**. With my new residence I confess that I was much dissatisfied. . . . To live where I must be eye witness to [Malinda's] insults, scourgings, and abuses, such as are common to be inflicted upon slaves, was more than I could bear. . . . Not many months after I took up my residence on Wm. Gatewood's plantation, Malinda made me a father. The dear little daughter was called Mary Frances. She was nurtured and caressed by her mother and father, until . . . I felt it to be my duty to leave my family and go into a foreign country for a season. Malinda's business was to labor out in the field the greater part of her time, and there was no one to take care of poor little Frances, while her mother was toiling in the field. She was left at the house to creep under the feet of an unmerciful old mistress, whom I have known to slap with her hand the face of little Frances, for crying after her mother, until her little face was left black and blue.
—from the slave narrative of Henry Bibb, published in 1849

the wife

had

allowed

beating

He didn't want to watch his wife get beaten

85. **Before** Henry Bibb was sold to Mr. Gatewood, how was he able to see his wife?

Link to teachers guide to aid with SPED:

<http://www.us.penguingroup.com/static/pdf/teachersguides/IncidentsSlaveGirlTG.pdf>

Stage 1—Desired Results	
<p>Standards:</p> <p>CRS: GEN 701- SWBAT draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p style="padding-left: 40px;">MID 701- SWBAT identify clear main ideas or purposes of complex passages or their paragraphs</p> <p style="padding-left: 40px;">REL 703- SWBAT understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p style="padding-left: 40px;">REL 702- SWBAT understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Common Core Standards:</p> <p>CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	
<p>Enduring Understandings: <i>Students will understand that:</i></p> <p>EU1: Slavery was an Institution that lasted for almost 250 years in the US.</p> <p>EU2: At the end of slavery there were 4 million slaves in the US.</p> <p>EU3: Abuse of slaves included mental, physical, and psychological abuse.</p> <p>EU4: Slaves used different methods to resist control of their masters including running away, rising up violently, sabotage, etc.</p> <p>EU5: The American Revolution was caused by the lack of representation that American colonists had in British decision making.</p> <p>EU6: The Declaration of Independence did not specify what a citizen of the US was (race, gender).</p> <p>EU7: The Declaration of Independence provided the foundation of what a government should do for its citizens.</p> <p>EU8: The victory of the Americans was due to a collaborative effort of other nations and the Americans.</p> <p>EU9: The federal government needs to have more control than the states to be effective.</p>	<p>Essential Questions:</p> <p>EQ1: Was slavery essential to the success of the United States in the early years of the nation?</p> <p>EQ2: Does slavery conflict with the ideas of freedom in the US?</p> <p>EQ3: How did the relationship between slave and master contribute to the workings of the plantation?</p> <p>EQ4: Is representation in a government essential?</p> <p>EQ5: Was the American war for independence inevitable?</p> <p>EQ6: Did the Declaration of Independence provide the foundation for the US government?</p> <p>EQ7: How did the Colonists beat the most powerful military in the 1700s?</p> <p>EQ8: Did the Articles of Confederation provide an effective government?</p> <p>EQ9: Does the system of checks and balances provide us with an effective and efficient government? Do separation of powers and checks and balances make our government work too slowly?</p> <p>EQ10: Is the Constitution a living document?</p> <p>EQ11: Was the Monroe Doctrine a policy of expansion or self-defense?</p> <p>EQ12: Was the Monroe Doctrine a “disguise” for American imperialism?</p>

<p>EU10: The three branches of federal government check and balance each other out distributing power evenly.</p> <p>EU11: The first 10 amendments to the Constitution are the Bill of Rights, which protect individual rights.</p> <p>EU12: American domestic and foreign policy directly influenced expansion west.</p> <p>EU13: The impact of slavery in 19th Century America set the stage for the civil war and the dividing of a nation.</p> <p>EU14: The Civil War had several causes including slavery, the conflict over state's rights, as well as economic factors.</p> <p>EU15: The Reconstruction Era did not give full rights to former slaves.</p>	<p>EQ13: Was slavery the primary cause of the Civil War?</p> <p>EQ14: Was the Civil War inevitable?</p> <p>EQ15: Was Reconstruction a disaster when it came to bringing the nation back together to move forward as one?</p>
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Objectives

<p><i>(Knowledge) Students will know...</i></p> <ul style="list-style-type: none"> -The tactics slaves used to work against their master -How the Social Justice movement helped slaves to freedom -The ways in which slaves escaped to freedom -Slavery was an Institution that lasted for almost 250 years in the US. -At the end of slavery there were 4 million slaves in the US. -The American Revolution was caused by the lack of representation that American colonists had in British decision making. -The colonists were aided by France to win the AR. -The Articles of Confederation were too weak and did not give the federal government enough control to be effective. -The first 10 amendments to the Constitution are the Bill of Rights, which protect individual rights. -The Monroe Doctrine was a result of Manifest Destiny, or a belief that Americans had the right and duty to settle from E. to S. and N. to S. and spread American ideals. 	<p><i>(Skills/Abilities) Students will be able to...</i></p> <ul style="list-style-type: none"> - Distinguish the secret ways slaves communicated with one another - Compare the different experiences between female and male slaves - Trace the route many slaves used to escape to freedom on a map - Compare slavery in different regions in the US - List the types of abuse that slaves endured. - List and describe the different methods slaves used to resist. - Examine the Declaration of Independence and explain how it was the foundation for the US Government. - Compare the three branches of government and list their duties as well as explain the importance of checks and balances. - Analyze the effects of Reconstruction on the South and on former slaves. - List the causes of the Civil War and why the North won.
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Stage 2—Assessment Evidence

<p>Performance Tasks:</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Portfolio Paper- Compare/contrast paper- How did Harriet's experience differ from her brother's? Compare/contrast Harriet Jacobs experience to that of her brother John S. Jacobs' life based on his narrative "A True Tale of Slavery" and the novel Incidents in the Life of a Slave Girl. Choose 4 of the 6 key themes to base the 	<p>Other Evidence:</p> <ul style="list-style-type: none"> - Daily reading check in quizzes - Reader response to quotes from the book - Essay response to one of the essential questions. - A final multiple choice exam over facts from the book, slavery unit, Revolutionary/Civil War, etc. - Timeline of events in Harriett's life
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comparison: “role of family,” “skills/work,” “treatments,” “relationship to owners,” “escape,” and “views of slavery,” “slave resistance” “Self-preservation” social justice” “civil disobedience” “color and identity”

- Unit Exam- test over enduring understandings; mixture of MC questions and FRQ.

- Class bulletin board (extra credit participation)

Stage 3—Learning Plan

Learning Activities:

1. Creating background info. create class web to begin unit with “slavery” being the central word
2. Class lecture on historical setting of the novel. Key Concepts: Slave trade, plantation life, slave resistance, abolition movement, Fugitive slave Law
3. Students fill out anticipation guide (to be revisited at the end of the novel)
4. Daily class reading and discussion
5. Response to quotations from nightly reading to interpret/discuss as do now
6. Answering of reading discussion questions – Homework assignments
7. Use text book (*The Americans*) 2 days a week to further supplement the historical period of Antebellum America.
8. Class discussion of prevalent themes as they arise in novel: Resistance, self-preservation, color and identity, social justice, civil disobedience, etc.
9. Compare contrast Harriett’s experience with her brother’s in a FRQ essay as final assessment over the unit.
10. As we read the novel we will create a class Bulletin Board in the classroom. It will be solely created by artifacts, and things students bring in. (extra credit chance for students)

Stage 4 – Reflection

Non-Detailed Unit Plan Calendar

[September/October]

Monday	Tuesday	Wednesday	Thursday	Friday
September 8	September 9	September 10	September 11	September 12
<p>What: End Unit 1 and Introduce Unit 2- Incidents Why: Students need to be assessed on Unit 1 and buy into Unit 2 in which they are reading a novel. How: Test on Unit 1, introduction to characters and topic of slavery for Incidents. (Anticipation guide/Themes)</p>	<p>What: Start reading CH 1-3 (11p) of Incidents w/ a focus on MOW. Why: It is important to know Linda's background. How: Whole class reading, discussion, individual reading.</p>	<p>What: Examine the Declaration of Independence and learn about the causes of the Revolutionary War. Why: This sets up a foundation for US Government. How: Read through textbook section 1 on Revolutionary war and take notes.</p>	<p>What: Read CH 4-6(21p) of Incidents. Why: How:</p>	<p>What: Learn how the US won the Revolutionary War. Why: This sets up relationships that the US holds with European powers and Native Americans in the future. How: Use textbooks to read and learn terms/chart information.</p>
<p>CRS: MOW 701 Objective(s): SWBAT: complete the process of IDs successfully. SWBAT list the major themes in "Incidents". SWBAT list the essential questions for Incidents in the Life of a Slavegirl.</p> <p>QOTW: Agree, Refute, or Modify: The Constitution justifies the use of slavery.</p>	<p>CRS: MOW 701 Objective(s): SWBAT: identify colloquial language of the 1800s and draw conclusions about the character of Dr. Flint. Incidents CH 1-3</p>	<p>CRS: MOW 701 Objective(s): SWBAT: analyze the Declaration of Independence and explain how it was the foundation for the US Government. SWBAT: List the causes of the Revolutionary War.</p>	<p>CRS: MOW 701 Objective(s): SWBAT: analyze the intended reaction of the reader to Linda's diction. Incidents CH 4-6</p>	<p>CRS: SUP 701 Objective(s): SWBAT explain how the US won the Revolutionary War. HW: CH 7-8 (9p)</p>
September 15	September 16	September 17	September 18	September 19
<p>What: Read CH 9-10 of Incidents w/ a focus on SUP. Why: Students need to be able to identify SUP to understand the main ideas. They also need to be able to understand why Linda decides to give herself to Mr. Sands. How: Present SUP and given the main ideas, students find "evidence" of SUP.</p>	<p>What: Articles of Confederation Why: Why: The failure of the AoC led to the Constitution which is the basis of law in the US. How: Read in textbook and answer questions about documents.</p>	<p>What: Read CH 11-13 of Incidents. Why: This sets up why Linda decides to escape. How: Independent/partner reading through the chapters.</p>	<p>What: Examine the Constitution Why: The failure of the AoC led to the Constitution which is the basis of law in the US. How: Read in textbook and answer questions about documents.</p>	<p>What: Learn about the changes to the US physically and philosophically. Why: It is important to know how the US justified its right to grow and assert itself as a young nation. How: Class discussion notes and reading.</p>
<p>CRS: SUP 702 Incidents CH 9-10 (13p) Objective(s): SWBAT: critique the stories of neighboring slaves and defend their function to the overall story.</p> <p>QOTW: Agree, Refute, or Modify: The Constitution justifies the use of slavery.</p>	<p>CRS: SUP 702 SWBAT: Explain why the Articles of Confederation were too weak and did not give the federal government enough control to be effective.</p>	<p>CRS: SUP 701 Incidents CH 11-13 (17p) Objective(s): SWBAT: criticize the role of the church in the lives of slaves and slaveholders.</p>	<p>CRS: Objective(s): SWBAT: List the first 10 amendments to the Constitution are the Bill of Rights, which protect individual rights. Objective(s): Rev War Quiz Quiz on Section 1 & 2</p>	<p>CRS- REL 703 Understand implied, subtle, or complex cause-effect relationships in virtually Objective- SWBAT: Explain how the Louisiana Purchase developed SWBAT: Explain how Nationalism led to the declaration of the Monroe Doctrine. SWBAT: define the idea of judicial review. HW: Incidents CH 14-15 (10p) QOTW Quiz.</p>
September 22	September 23	September 24	September 25	September 26
<p>What: Read CH 16-17 of Incidents. Focus on REL. Why: It is important to know how Linda escaped and what relationships forced her/allowed her to do so.</p>	<p>What: Learn about westward expansion and the struggles to do so. Why: This explains how and why the west was populated. How: Read and discuss. Watch a clip on the Donner Party.</p>	<p>What: Read CH 18-20 of Incidents. Why: How:</p>	<p>What: Learn about the different slave rebellions that occurred after the Haitian Revolution.</p>	<p>What: Learn about Linda's new situation as she has a new hiding place.</p>

How: Whole class read and move toward individual reading.				
CRS: REL 701 Incidents CH 16-17 (12p) Objective(s): SWBAT: Trace the events that led to Linda's escape. QOTW: Independence is one of the most important qualities for Americans. Support, refute, or modify.	CRS-REL 703 Understand implied, subtle, or complex cause-effect relationships in virtually any passage SWBAT: List and explain the causes and consequences of the Donner Party SWBAT: Discuss causes and consequences for westward expansion in the United States.	CRS: REL 703 Incidents CH 18-20 (15p) Objective(s): SWBAT: Assess the effect of Linda's hidden captivity on the other members of her family.	CRS: SUP 701 Locate and interpret details in complex passages Objective: SWBAT: Describe different slave rebellions and their results. HW: Incidents CH 21-23 (10p)	CRS: SUP 701 Locate and interpret details in complex passages Objective: SWBAT: Describe Linda's captivity through her years in hiding at her grandmothers'. HW: None
September 29	September 30	October 1	October 2	October 3
What: Read CH 24-26 of Incidents. Focus on GEN Why: How:	What: The growth of slavery based on American economics and Andrew Jackson's policies. Why: Students need to be able to connect the growth of slavery to American economics as well as Jackson's discriminatory policies concerning NA. How: Reading about cotton gin and notes on Jackson.	What: Read CH 27-29 of Incidents. Why: How:	What: Fugitive Slave Act Why: This allowed slave owners to hunt down escaped slaves N and S. How: Analyze the language of the Act and a song. Notes are given.	What: Manifest Destiny Why: This is the basis of the movement of Americans westward. How: Students will analyze a quote and write an analysis on a painting.
CRS: GEN 701 Incidents CH 24-26 (12p) Objective(s): SWBAT: draw conclusions about why Phillip escaped from Mr. Sands. QOTW: The lives of slaves were further restricted in the 1800s. Explain why. What were ways that slaves demonstrated resistance to slavery.	REL 703 Understand implied, subtle, or complex cause-effect relationships in virtually any passage Objective- SWBAT: Describe the effects of the invention of the cotton gin. SWBAT- Differentiate between the economies of the North and the South. SWBAT-Describe the effects of Andrew Jackson's policies as a president.	CRS: GEN 701 Incidents CH 27-29 (20p) Objective(s): SWBAT: empathize with how a mother could feel completely helpless in the lives of her children.	CRS: GEN 701 Objective: SWBAT: Explain how the Fugitive Slave Act impacted America. Analyze how slaves interacted secretly with one another. Fugitive Slave Act	CRS: GEN 701 Manifest Destiny Incidents CH 30-32 (13p) Objective(s): SWBAT: critique the policies of the US that encouraged people to move west.
October 6	October 7	October 8	October 9	October 10
What: Read CH 33-35 in Incidents. Focus on MID. Why: How:	What: Why: How:	What: Read CH 36-38 in Incidents. Why: How:	What: Why: How:	What: Read CH 39-41 in Incidents. Why: How:
CRS: MID 701 Objective(s): SWBAT: Incidents CH 33-35 (9p) ACT Practice 8 min timed practice-break down afterwards in pairs and find where the answers are.	CRS: REL 701 Order sequence of events in complex passages Objective(s): SWBAT describe the sequence of events that led to the start of the Civil War. SWBAT differentiate between the impact of the Civil War on the Northern cities and Southern cities.	CRS: MID 701 Objective(s): SWBAT: Incidents CH 36-38 (9p) ACT Practice 12 min timed practice	CRS: GEN 702 Understand and generalize about portions of a complex literary narrative OBJECTIVE- SWBAT- demonstrate knowledge of tone of personal letters written during the civil war. SWBAT- Analyze the strategies of both sides during the Civil War.	CRS: MID 701 Objective(s): SWBAT: Incidents 39-41 (15p) Formal Writing
October 13	October 14	October 15	October 16	October 17
What: Wrap up of Incidents and start Portfolio Why: How:	What: Portfolio Work Day Why: How:	What: How the North won the Civil War Why: How:	What: Reconstruction Why: How: Half Day	What: Why: Interim?? How:
CRS: Objective(s): SWBAT: Compare the story of Harriet Jacobs to her brother's story.	CRS: Objective(s): SWBAT: SWBAT: Compare the story of Harriet Jacobs to her brother's story.	CRS: Objective(s): Objective(s): SWBAT demonstrate why and	CRS: MID 701 Identify clear main ideas or purposes of complex passages or their paragraphs	CRS: Objective(s):

<p>Wrap-up Incidents & Work on Portfolio</p> <p>Assign Portfolio</p> <p>QOTW: Portfolio question</p>	<p>Work on Portfolio</p>	<p>how the North won the Civil War.</p>	<p>Objective(s): SWBAT: describe the challenges faced by the U.S. after the Civil War</p>	
October 20	October 21	October 22	October 23	October 24
<p>What: Reconstruction</p> <p>Why: Reconstruction explains how the US dealt with conflicts still occurring after the Civil War.</p> <p>How: Jigsaw the different Reconstruction plans, students read and take notes and share.</p>	<p>What: Share Cropping</p> <p>Why: It is important to know what the lives of newly freed slaves were like following Reconstruction.</p> <p>How: Students read an article and take notes as well as do an activity about share-cropping.</p>	<p>What: Study Day for Unit 2</p> <p>Why: This will prepare the students for their test and clear up any last minute questions.</p> <p>How:</p>	<p>What: Unit 2 Test</p> <p>Why: Students need to be assessed on what they learned in Unit 2.</p> <p>How: Mixture of MC, FRQ, and terms matching.</p>	
<p>CRS: GEN 701- Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Objective(s): SWBAT- Describe various Reconstruction plans and analyze the political consequences of the plan.</p> <p>SWBAT: Explain reasons for the end of Reconstruction</p> <p>Portfolio Due</p>	<p>CRS: REL 701- Order sequences of events in complex passages</p> <p>Objective: SWBAT- explain the economic and social effects of racism on newly freed slaves.</p>	<p>CRS:</p> <p>Objective(s): Study for Test</p>	<p>CRS:</p> <p>Objective(s):</p> <p>Test on Unit 2</p>	

*Note: Although this non-detailed calendar does not require teachers to include a description of a daily assessment, teachers should still include major assessments on this calendar—i.e., quizzes, tests, and portfolios.

Directions- Choose the term that best matches the description below. You will NOT use all the terms below.

- | | |
|-------------------------|--------------------------------|
| A. Stamp Act | G. Tea Act |
| B. Daniel Shays | H. Intolerable Acts |
| C. Marquis de Lafayette | I. George Washington |
| D. Intolerable Acts | J. Boston Massacre |
| E. Paris | K. Declaration of Independence |
| F. Sugar Act | L. Articles of Confederation |

___B___ 1. ___ led a farmer rebellion in Massachusetts that led to the Constitutional Convention.

___C___ 2. ___ lobbied for reinforcement troops from France and led a command in Virginia in the last years of the Revolutionary War.

___G___ 3. Led to a demonstration where colonists dressed up as Native Americans and dumped a British product into the Boston Harbor.

___A___ 4. Parliament passed the ___, requiring colonists to pay a direct tax on a variety of printed items.

___I___ 5. _____ was the head of the Continental Army and led his men through fatigue and starvation.

___J___ 6. Tensions rose between Britain and the colonies when the ___ left Crispus Attucks and four others dead.

___D___ 7. Parliament passed what the colonists called the ___, a series of measures that, among other things, shut down Boston Harbor and authorized British commanders to house soldiers in private homes.

___E___ 8. The treaty confirming U.S. independence was signed here.

___L___ 9. The Shays' Rebellion pointed out the weakness in this, the first governing document of the United States.

___K___ 10. The ___ announced that people have unalienable rights to "life, liberty, and the pursuit of happiness."

- | | |
|--------------------|--------------------------|
| A. Saratoga | G. market economy |
| B. Valley Forge | H. abolition |
| C. Yorktown | I. Harriet Tubman |
| D. judicial review | J. manifest destiny |
| E. Monroe Doctrine | K. Underground Railroad |
| F. Free Enterprise | L. Lexington and Concord |

___C___ 11. This town was the site of the British surrender and the end of the Revolutionary War.

___B___ 12. The 1777–1778 winter camp of the Americans was here.

___A___ 13. The battle that is considered the turning point in the Revolutionary War was fought here.

___D___ 14. An 1803 court case, Marbury v. Madison affirmed that the Supreme Court had the right to declare an act of Congress unconstitutional, a principle known as _____.

___G___ 15. This happens when people begin to purchase the things they need rather than produce everything themselves.

___E___ 16. Written by John Quincy Adams, this was a statement made to Europeans that the US was no longer open to European colonization.

___K___ 17. _____ was a network of people and places that would secretly hide and guide slaves to the north towards freedom.

___I___ 18. _____ was one of the most famous conductors on the Underground Railroad.

__J__ 19. _____ is the idea that Americans should and would expand westward spreading their ideals as they settled the N. American continent.

__H__ 20. This was the movement to end slavery in the United States.

Part II Multiple Choice Questions

Directions- Choose the BEST answer to each of the questions below

__D__ 21. During the 1700s, the major reason that there were more Africans enslaved in the South than in the North was that

- a. slavery had been outlawed in the North.
- b. enslaved persons could not tolerate the climate of the North.
- c. Southern colonists were less willing to do physical labor.
- d. the Southern economy required a larger number of field laborers.

__D__ 22. The Bill of Rights was added to the Constitution in order to

- a. protect the rights of black Americans.
- b. protect the rights of women.
- c. strengthen the authority of the central government.
- d. appease the Antifederalists' concern over individual rights.

__A__ 23. What power did the Articles of Confederation give to the national government?

- a. declare war
- b. collect taxes
- c. develop a national court system
- d. enforce laws

__C__ 24. What is the name of the system that maintains the separation of powers among the branches of the federal government?

- a. reserved powers
- b. delegated powers
- c. checks and balances
- d. two-house Congress

__C__ 25. Why did President Jefferson send Meriwether Lewis and William Clark west?

- a. to negotiate the purchase of the Louisiana Territory
- b. to mine for gold in California
- c. to explore newly acquired U.S. territory
- d. to settle new areas as non-slave states

__B__ 26. Why was the case of *Marbury v. Madison* significant?

- a. It affirmed that the Supreme Court is the highest court in the land.
- b. It established the principle of judicial review.
- c. It barred an outgoing president from making last-minute appointments.
- d. It allowed a president to dismiss a judge appointed by a previous president.

__C__ 27. Which idea is promoted by the concept of nullification?

- a. nationalism
- b. judicial review
- c. states' rights
- d. territorial expansion

- ___A___ 28. For which action is Nat Turner famous?
- leading a violent slave revolt
 - fighting in the American Revolution
 - publishing an antislavery newspaper
 - promoting a nonviolent end to slavery
- ___D___ 29. The American System helped bring the nation together by
- compromising on the difficult issue of slave versus free states.
 - withdrawing funds from the unpopular Bank of the United States.
 - giving common people across the nation a voice in government.
 - providing infrastructure that made it easier to travel and transport goods.
- ___A___ 30. Andrew Jackson's spoils system increased the new president's power by
- overruling Supreme Court decisions with which he disagreed.
 - ensuring that government officials would agree with his policies.
 - taking power away from the wealthiest Americans.
 - raising tariffs to fill the government treasury with funds.
- ___B___ 31. What was an important effect of the Emancipation Proclamation?
- It immediately freed Southern slaves.
 - It gave a moral purpose to the war.
 - It united the Republican Party.
 - It kept Great Britain out of the war.
- ___D___ 32. Why is the battle of Gettysburg considered a turning point in the Civil War?
- It made the South give up the idea of invading the North.
 - It cut the Confederacy in two.
 - It convinced the Confederacy to surrender.
 - It marked the first Union victory on the battlefield.
- ___B___ 33. What was the aim of "total war" as practiced by Union generals Grant and Sherman?
- to fight until the Confederacy had no army left
 - to break the Southern people's will to fight
 - to wage war in every part of the South
 - to use the most lethal weapons available
- ___B___ 34. Which action showed that President Andrew Johnson did not support greater rights for African Americans in the South?
- He allowed many high-ranking Confederates to vote without swearing allegiance to the United States.
 - He vetoed the Freedmen's Bureau Act and the Civil Rights Act of 1866.
 - He fired Secretary of War Edwin Stanton in 1868.
 - He supported a Reconstruction plan similar to President Lincoln's plan.
- ___D___ 35. Which of the following was **not** a provision of the Reconstruction Act of 1867?
- The South would be divided into military districts.
 - Southern states had to pass the Fourteenth Amendment.
 - Southern states had to give African Americans the right to vote.
 - All African-American families would receive 40 acres and a mule.

Part IV Essay Questions - Choose ONE of the following questions to answer. Be sure to be as specific as possible and use examples and evidence from class.

CATEGORY	5	4	3	2 and below
Focus on Topic (Content)	There is one clear, well-focused claim/thesis. Main idea stands out and is supported by detailed information.	The thesis/claim is clear but the supporting information is general.	The thesis/claim is somewhat clear but there is a need for more supporting information.	The thesis/claim is not clear. There is a seemingly random collection of information.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

- Slaves who were captured after attempting to escape usually faced very severe punishments. Why were many slaves willing to take this risk? Write a brief essay in response to this question citing evidence and examples from the document in the DBQ as well as *Incidents in the Life of a Slave Girl*.
- Discuss the course of the Civil War from its beginning in 1861 to its conclusion in 1865. What strategies did each side use? What finally brought the war to an end? In your discussion, identify at least three key battles and explain why they were significant. Think About:
 - The Union's plan for the war and how it was executed
 - The different regions where fighting occurred
 - The leaders on both sides and what they accomplished

DO NOT WRITE ON THIS!!

Test (80pts)

Unit 2 Test- Chapters 2-4

College: _____

ACT: _____

(1pt) Directions- Choose the term that best matches the description below. You will NOT use all the terms below.

- | | |
|-------------------------|--------------------------------|
| A. Stamp Act | G. Tea Act |
| B. Daniel Shays | H. Lexington and Concord |
| C. Marquis de Lafayette | I. George Washington |
| D. Intolerable Acts | J. Boston Massacre |
| E. Paris | K. Declaration of Independence |
| F. Sugar Act | L. Articles of Confederation |

- _____ 1. ___ led a farmer rebellion in Massachusetts that led to the Constitutional Convention.
- _____ 2. He lobbied for reinforcement troops from France and led a command in Virginia in the last years of the Revolutionary War.
- _____ 3. Led to a demonstration where colonists dressed up as Native Americans and dumped a British product into the Boston Harbor.
- _____ 4. Parliament passed the ____, requiring colonists to pay a direct tax on a variety of printed items.
- _____ 5. _____ was the head of the Continental Army and led his men through fatigue and starvation.
- _____ 6. Tensions rose between Britain and the colonies when the ___ left Crispus Attucks and four others dead.
- _____ 7. Parliament passed what the colonists called the ____, a series of measures that, among other things, shut down Boston Harbor and authorized British commanders to house soldiers in private homes.
- _____ 8. The treaty confirming U.S. independence was signed here.
- _____ 9. Shays' Rebellion pointed out the weakness in this, the first governing document of the United States.
- _____ 10. The ___ announced that people have unalienable rights to "life, liberty, and the pursuit of happiness."

- | | |
|--------------------|--------------------------|
| A. Saratoga | G. market economy |
| B. Valley Forge | H. abolition |
| C. Yorktown | I. Harriet Tubman |
| D. judicial review | J. manifest destiny |
| E. Monroe Doctrine | K. Underground Railroad |
| F. Free Enterprise | L. Lexington and Concord |

- _____ 11. This town was the site of the British surrender and the end of the Revolutionary War.
- _____ 12. The 1777–1778 winter camp of the Americans was here.
- _____ 13. The battle that is considered the turning point in the Revolutionary War was fought here.
- _____ 14. An 1803 court case, Marbury v. Madison affirmed that the Supreme Court had the right to declare an act of Congress unconstitutional, a principle known as _____.
- _____ 15. This happens when people begin to purchase the things they need rather than produce everything themselves.
- _____ 16. Written by John Quincy Adams, this was a statement made to Europeans that the US was no longer open to European colonization.
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- _____ 18. _____ was one of the most famous conductors on the Underground Railroad.
- _____ 19. _____ is the idea that Americans should and would expand westward spreading their ideals as they settled the N. American continent.
- _____ 20. This was the movement to end slavery in the United States.

Part II Multiple Choice Questions (2pts)

Directions- Choose the BEST answer to each of the questions below

- _____ 21. During the 1700s, the major reason that there were more Africans enslaved in the South than in the North was that
- slavery had been outlawed in the North.
 - enslaved persons could not tolerate the climate of the North.
 - Southern colonists were less willing to do physical labor.
 - the Southern economy required a larger number of field laborers.
- _____ 22. The Bill of Rights was added to the Constitution in order to
- protect the rights of black Americans.
 - protect the rights of women.
 - strengthen the authority of the central government.
 - appease the Antifederalists' concern over individual rights.
- _____ 23. What power did the Articles of Confederation give to the national government?
- declare war
 - collect taxes
 - develop a national court system
 - enforce laws
- _____ 24. What is the name of the system that maintains the separation of powers among the branches of the federal government?
- reserved powers
 - delegated powers
 - checks and balances
 - two-house Congress
- _____ 25. Why did President Jefferson send Meriwether Lewis and William Clark west?
- to negotiate the purchase of the Louisiana Territory
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- _____ 26. Why was the case of *Marbury v. Madison* significant?
- It affirmed that the Supreme Court is the highest court in the land.
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- _____ 27. Which idea is promoted by the concept of nullification?
- nationalism
 - judicial review
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 - territorial expansion
- _____ 28. For which action is Nat Turner famous?
- leading a violent slave revolt
 - fighting in the American Revolution

- c. publishing an antislavery newspaper
- d. promoting a nonviolent end to slavery

- _____ 29. The American System helped bring the nation together by
- a. compromising on the difficult issue of slave versus free states.
 - b. withdrawing funds from the unpopular Bank of the United States.
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 - d. providing infrastructure that made it easier to travel and transport goods.
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 - c. to wage war in every part of the South
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- _____ 34. Which action showed that President Andrew Johnson did not support greater rights for African Americans in the South?
- a. He allowed many high-ranking Confederates to vote without swearing allegiance to the United States.
 - b. He vetoed the Freedmen's Bureau Act and the Civil Rights Act of 1866.
 - c. He fired Secretary of War Edwin Stanton in 1868.
 - d. He supported a Reconstruction plan similar to President Lincoln's plan.
- _____ 35. Which of the following was **not** a provision of the Reconstruction Act of 1867?
- a. The South would be divided into military districts.
 - b. Southern states had to pass the Fourteenth Amendment.
 - c. Southern states had to give African Americans the right to vote.
 - d. All African-American families would receive 40 acres and a mule.

Student:
Teacher:
Course, Period _____

Test (80pts)
Unit 2 Test- Chapters 2-4

College: _____
ACT: _____

Part III Document Based Questions (5 points each)

Directions: Use each document below to answer the questions below it. Be sure to answer in complete sentences. Answers should be between 3-4 sentences.

Document 1

New Windsor June 27th, 1779

Sir,
Your letter of yesterday came safe to my hand, and by . . . the bearer of it I send you Ten guineas for C—r. — His successor (whose name I have no desire to be informed of provided his intelligence is good, & seasonably transmitted) should endeavor . . . upon some certain mode of conveying his information quickly, for it is of little avail to be told of things after they have become matter of public notoriety, and known to everybody. — This new agent should communicate his signature and the private marks by which genuine papers are to be distinguished from counterfeits. — There is a man on York Island living on or near the North River, of the name of George Higday who I am told hath given signal proofs of his attachment to us, & at the same time stands well with the enemy. — If upon inquiry this is found to be the case (and much caution should be used in investigating the matter, as well as on his own account as on that of Higday) he will be a fit instrument to convey intelligence to me while I am on the west side of the North River, as he is enterprising and connected with people in Bergen County who will assist in forming a chain to me, in any manner they shall agree on. . . .

—from an intercepted letter from General George Washington to Colonel Benjamin Tallmadge

84. This letter was intercepted by the British. How might this disruption in the process of communication have affected General George Washington during the American Revolution?

Document 2

Some months after our marriage, the unfeeling master to whom I belonged . . . was constrained to sell me to his brother, who lived within seven miles of Wm. Gatewood, who then held Malinda as his property. I was permitted to visit her only on Saturday nights, after my work was done, and I had to be at home before sunrise on Monday mornings or take a flogging. He proved to be so oppressive, and so unreasonable in punishing his victims, that I soon found I should have to run away in self-defence. But he soon began to take the hint, and sold me to Wm. Gatewood the owner of Malinda. With my new residence I confess that I was much dissatisfied. . . . To live where I must be eye witness to [Malinda's] insults, scourgings, and abuses, such as are common to be inflicted upon slaves, was more than I could bear. . . . Not many months after I took up my residence on Wm. Gatewood's plantation, Malinda made me a father. The dear little daughter was called Mary Frances. She was nurtured and caressed by her mother and father, until . . . I felt it to be my duty to leave my family and go into a foreign country for a season. Malinda's business was to labor out in the field the greater part of her time, and there was no one to take care of poor little Frances, while her mother was toiling in the field. She was left at the house to creep under the feet of an unmerciful old mistress, whom I have known to slap with her hand the face of little Frances, for crying after her mother, until her little face was left black and blue.

—from the slave narrative of Henry Bibb, published in 1849

85. Before Henry Bibb was sold to Mr. Gatewood, how was he able to see his wife?

Part IV Essay Questions (20pts) - Choose **ONE** of the following questions to answer. Be sure to be as specific as possible and use examples and evidence from class. This should be written in at least three paragraphs and include an introduction and conclusion.

CATEGORY	5	4	3	2 and below
Focus on Topic (Content)	There is one clear, well-focused claim/thesis. Main idea stands out and is supported by detailed information.	The thesis/claim is clear but the supporting information is general.	The thesis/claim is somewhat clear but there is a need for more supporting information.	The thesis/claim is not clear. There is a seemingly random collection of information.
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- Slaves who were captured after attempting to escape usually faced very severe punishments. Why were many slaves willing to take this risk? Write a brief essay in response to this question citing evidence and examples from the document in the DBQ as well as *Incidents in the Life of a Slave Girl*.
- Discuss the course of the Civil War from its beginning in 1861 to its conclusion in 1865. What strategies did each side use? What finally brought the war to an end? In your discussion, identify at least three key battles and explain why they were significant. Think About:
 - The Union's plan for the war and how it was executed
 - The different regions where fighting occurred
 - The leaders on both sides and what they accomplished

A blank sheet of lined paper with horizontal ruling lines.

Name: _____
Ms. Broecker, Ms. Ramos, Ms. Santana
US History, Period 5
23 October 2014

Test – Form A
Unit 2 Test- Chapters 2-4

College: _____
ACT: _____

Part I – Matching

Directions – Choose the term that best matches the description below. You will NOT use all the terms below.

- | | |
|-------------------------|----------------------|
| A. Stamp Act | G. Tea Act |
| B. Daniel Shays | I. George Washington |
| C. Marquis de Lafayette | |

- _____ 1. _____ led a farmer rebellion in Massachusetts that led to the Constitutional Convention.
_____ 2. _____ lobbied for reinforcement troops from France and led a command in Virginia in the last years of the Revolutionary War.
_____ 3. Led to a demonstration where colonists dressed up as Native Americans and dumped a British product into the Boston Harbor.
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_____ 5. _____ was the head of the Continental Army and led his men through fatigue and starvation.

- | | |
|---------------------|--------------------------------|
| D. Intolerable Acts | K. Declaration of Independence |
| E. Paris | L. Articles of Confederation |
| J. Boston Massacre | |

- _____ 6. Tensions rose between Britain and the colonies when the _____ left Crispus Attucks and four others dead.
_____ 7. Parliament passed what the colonists called the _____, a series of measures that, among other things, shut down Boston Harbor and authorized British commanders to house soldiers in private homes.
_____ 8. The treaty confirming U.S. independence was signed here.
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_____ 10. The _____ announced that people have unalienable rights to "life, liberty, and the pursuit of happiness."

- | | |
|-----------------|--------------------|
| A. Saratoga | D. Judicial Review |
| B. Valley Forge | G. Market Economy |
| C. Yorktown | |

- _____ 11. This town was the site of the British surrender and the end of the Revolutionary War.
_____ 12. The 1777–1778 winter camp of the Americans was here.
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_____ 14. An 1803 court case, Marbury v. Madison affirmed that the Supreme Court had the right to declare an act of Congress unconstitutional, a principle known as _____.
_____ 15. This happens when people begin to purchase the things they need rather than produce everything themselves.

E. Monroe Doctrine

J. Manifest Destiny

H. Abolition

K. Underground Railroad

I. Harriet Tubman

_____ 16. Written by John Quincy Adams, this was a statement made to Europeans that the US was no longer open to European colonization.

_____ 17. _____ was a network of people and places that would secretly hide and guide slaves to the north towards freedom.

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Part II – Multiple Choice

Directions – Choose the BEST answer to each of the questions below

21. During the 1700s, the major reason that there were **more Africans enslaved in the South** than in the North was that

- ~~a. slavery had been outlawed in the North.~~
- b. enslaved persons could not tolerate the climate of the North.
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22. The **Bill of Rights** was added to the Constitution in order to

- a. protect the rights of black Americans.
- b. protect the rights of women.
- ~~c. strengthen the authority of the central government.~~
- d. appease the Antifederalists' concern over individual rights.

23. What power did the **Articles of Confederation** give to the national government?

- a. declare war
- b. collect taxes
- ~~c. develop a national court system~~
- d. enforce laws

24. What is the name of the system that **maintains the separation of powers** among the branches of the federal government?

- a. reserved powers
- ~~b. delegated powers~~
- c. checks and balances
- d. two-house Congress

25. Why did President Jefferson send **Meriwether Lewis and William Clark** west?

- ~~a. to negotiate the purchase of the Louisiana Territory~~
- b. to mine for gold in California
- c. to explore newly acquired U.S. territory
- d. to settle new areas as non-slave states

26. Why was the case of **Marbury v. Madison** significant?

- a. It affirmed that the Supreme Court is the highest court in the land.
- b. It established the principle of judicial review.
- ~~c. It barred an outgoing president from making last-minute appointments.~~
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27. Which idea is promoted by the concept of **nullification**?
- ~~a. nationalism~~
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- ~~a. compromising on the difficult issue of slave versus free states.~~
 - b. withdrawing funds from the unpopular Bank of the United States.
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 - b. to break the Southern people's will to fight
 - c. to wage war in every part of the South
 - d. to use the most lethal weapons available
34. Which action showed that **President Andrew Johnson** did not support greater rights for A.A. in the South?
- ~~a. He allowed many high-ranking Confederates to vote without swearing allegiance to the United States.~~
 - b. He vetoed the Freedmen's Bureau Act and the Civil Rights Act of 1866.
 - c. He fired Secretary of War Edwin Stanton in 1868.
 - d. He supported a Reconstruction plan similar to President Lincoln's plan.
35. Which of the following was **NOT** a provision of the **Reconstruction Act of 1867**?
- ~~a. The South would be divided into military districts.~~
 - b. Southern states had to pass the Fourteenth Amendment.
 - c. Southern states had to give African Americans the right to vote.
 - d. All African-American families would receive 40 acres and a mule.

Part IV Extended Response

Directions – Write a brief essay (5-8 sentences) in response to the prompt below:

**Slaves who were captured after attempting to escape usually faced very severe punishments.
Why were many slaves willing to take this risk?**

Example Sentence Starters...

Despite the threat of severe punishment, many slaves were willing to take risk escaping because...

CATEGORY	5	4	3	2 and below
Focus on Topic (Content)	There is one clear, well-focused claim/thesis. Main idea stands out and is supported by detailed information.	The thesis/claim is clear but the supporting information is general.	The thesis/claim is somewhat clear but there is a need for more supporting information.	The thesis/claim is not clear. There is a seemingly random collection of information.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

Part IV Extended Response

I do not wish to make you angry, but excite attention to consider how hateful slavery is in the sight of that God who hath destroyed kings and princes for their oppression of the poor slaves. Pharaoh and his princes with the future of King Saul, were destroyed by the protector and avenger of slaves. Would you not suppose the Israelites to be completely unfit for freedom, and that it was impossible for them, to obtain to any degree of excellence? Their history shows how slavery had corrupted their spirits. Men must be willfully blind, and extremely partial, that cannot see the contrary effects of liberty and slavery upon the mind of man; I truly confess the vile habits often acquired in a state of servitude, are not easily thrown off; the example of the Israelites shows, who with all that Moses could do to help them recover from it, still continued in their habits more or less; and why will you look for better from us, why will you look for grapes from thorns, or figs from thistles? It is in our future enjoying the same privileges with your own, that you should to look for better things.

-*“For Those Who Keep Slaves and Approve Practice.”* Richard Allen, 1794

40. According to Allen, what caused poor habits in the minds of slaves?

41. The author’s tone can best be described as:

- a. Sarcastic
- b. Bitter
- c. Exhausted

Book of Sensation and Perception

- **Presence**
 - 3 pts: Student commands attention of the group.
 - 2 pts: Student is somewhat engaging.
 - 1 pts: Student doesn't care that others are attending to their presentation.
- **Poise**
 - 3 pts: Student appears calm and confident.
 - 2 pts: Student fidgets or stumbles a bit, but overall appears composed.
 - 1 pts: Student is so nervous that they cannot finish presentation.
- **Polish**
 - 3 pts: Student is **very familiar** with their book and easily describes diagrams and answers questions.
 - 2 pts: Student **seems somewhat familiar** with their book and has difficulty describing diagrams and answering questions.
 - 1 pts: Student is **not familiar** with their book and cannot describe the diagrams or answer questions.

Commented [MM1]: With this, students graded each other on their presentations. They were also given quality grades for the book they produced, graded by the teacher.

Student Name:		Student Name:	
Presence	/3	Presence	/3
Poise	/3	Poise	/3
Polish	/3	Polish	/3
Total	/9	Total	/9
Student Name:		Student Name:	
Presence	/3	Presence	/3
Poise	/3	Poise	/3
Polish	/3	Polish	/3
Total	/9	Total	/9
Student Name:		Student Name:	
Presence	/3	Presence	/3
Poise	/3	Poise	/3
Polish	/3	Polish	/3
Total	/9	Total	/9

Vote:

Best Presentation:

Prettiest Book:

Most Informative Book:

Unit 2.2: Sensation and Perception is a 2-week Unit.

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<ul style="list-style-type: none"> • OBJ 1: Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation. 	<ul style="list-style-type: none"> • OBJ 1: Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation. 	<ul style="list-style-type: none"> • OBJ 1: Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation. 	<ul style="list-style-type: none"> • OBJ 4: Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception). 	<ul style="list-style-type: none"> • OBJ 2: Describe vision, including light, the eyeball and receptors, and visual pathway.
Agenda	Do Now Note-taking Practice Gallery Walk	Do Now Business - Grades Basic Principles Lecture	Do Now Finish Basic Principles Start Vision Lecture	Do Now Color Vision Lecture Stations - Gestalt Principles - Pin the Organ review - S & P review	Do Now: Study Skills Vision & Hearing
Assessment			DNQ		
Homework	Myers, 230 – 243	←	Unit 2.2 Bookwork	←	←

Early on, there will be work out of the class text and a mastery quiz (DNQ). Students have one week to complete their mastery quiz in office hours or online.

Students are assigned one of five senses and will produce a book with information on the basic principles and sensory process.

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<ul style="list-style-type: none"> • OBJ 2: Describe hearing, including sound waves, the ear, and auditory pathway. 	<ul style="list-style-type: none"> • OBJ 2: Describe sensory processes, including transduction, relevant anatomical structures, and pathways in the brain. 	<ul style="list-style-type: none"> • OBJ 3: Explain common sensory disorders (e.g., visual and hearing impairments). • OBJ 4: Describe general principles of organizing and integrating sensation to promote stable awareness of the external world. 	<ul style="list-style-type: none"> • OBJ 4: Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception). • OBJ 5: Explain the role of top-down processing in producing vulnerability to illusion. 	<p>SWBAT demonstrate and understanding of concepts learned in Sensation and Perception unit.</p>
Agenda	<p>Do Now Hearing Lecture One-on-ones</p>	<p>Do Now Notes Gallery Walk Other Senses One-on-ones</p>	<p>Do Now Stations - Review Worksheet - One-on-ones - S & P Book</p>	<p>Do Now Review Lecture Group Time</p>	<p>Creepy Reading Party!! Big Book of Senses Readings</p>
Assessment	One-on-one	One-on-one	One-on-one		
Homework	<p>Myers, 243 – 261 One-on-one response due day after conference</p>	←	←	←	←

Unit Plan
Psychology

2.2: Sensation and Perception

AP: October 7 - 20, 2014

GEN: October 15 - 31, 2014

Stage 1 – Desired Results

Common Core Standards: **CCSS.ELA-Literacy.RH**

Key Ideas and Details

- **11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Craft and Structure

- **11-12.6** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

- **11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

AP Standards:

- **CR4:** The course provides instruction in sensation and perception.
- **CR15:** As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

Enduring Understandings:

Students will understand that...

- Each of the five "senses" has a physical and psychological counterpart. The senses detect sensory information which is organized and interpreted by the brain.

Essential Questions:

- How do the five senses receive and translate signals to the brain for processing?
- How does each of the senses affect behavior?
- What are the limitations of each sense and how do those limitations affect behavior?
- How do sensation and perception differ?
- How does the brain process sensory signals accurately? Inaccurately?
- What are the theories addressing vision/hearing/somato/chemical senses and evidence for these theories?

Objectives

<p>(Knowledge) Students will be able to...</p> <ul style="list-style-type: none"> • OBJ 1: Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, sensory adaptation, perceptual set, and context effects. • OBJ 2: Describe sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses. • OBJ 3: Explain common sensory disorders (e.g., visual and hearing impairments). • OBJ 4: Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception). • OBJ 5: Explain the role of top-down processing in producing vulnerability to illusion. • OBJ 6: Challenge common beliefs in parapsychological (paranormal) phenomena (telekinesis, telepathy, ESP, precognition, etc.). • OBJ 7: Identify the major historical figures in sensation and perception: <ul style="list-style-type: none"> ○ Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel 	<p>(Skills/Abilities) Students will be able to...</p> <ul style="list-style-type: none"> • Identify the body senses. • Contrast one sense with the other. • Discuss differences between the senses. • Appreciate the effect of constancy and context on daily life.
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Process: One-on-One Conference 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Do Now Quizzes • 2.2 Quiz
<p>Stage 3 – Learning Plan</p>	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Activities: Optical Illusions • Activity: Auditory Videos <ul style="list-style-type: none"> ○ ASAP Science ○ Auditory Anatomy ○ Cochlear Simulation • Activity: Skittles – Taste and Smell the Rainbow • Project: Big Book of Sensation and Perception 	

*Highlighted assignments are attached.

QID	Blooms	Rigor	Unit	Subunit	OBJ	Objective	Answer	Question
C0183	C		2	2	2	1 2.2.1	D	The Just Nc
C0204	C		2	2	2	1 2.2.1	A	What is pe
AP9984	Ap		3	2	2	1 2.2.1	B	All summer
C0179	K		1	2	2	2 2.2.2	A	The freque
AP0825	Ap		3	2	2	1 2.2.1	A	When Jaso
C0212	C		2	2	2	3 2.2.3	A	Which of tl
AP0410	K		1	2	2	2 2.2.2	A	People whi
AP0440	C		2	2	2	4 2.2.4	A	Synesthesi
C0198	C		2	2	2	2 2.2.2	C	The visible
C0160	C		2	2	2	5 2.2.5	A	In the class
C0207	K		1	2	2	4 2.2.4	D	When our
C0157	K		1	2	2	4 2.2.4	D	In a paintir
C0192	K		1	2	2	1 2.2.1	D	The point a
AP0842	K		1	2	2	2 2.2.2	D	Which of tl
C0169	K		1	2	2	2 2.2.2	A	Rods and c

A	B	C	D	E
total length	time it takes	difference	smallest difference	required to differentiate between two stimuli
When we hear	When we see	Our visual system	The combination	The set of all perceptual rules.
A greater distance	A lower absolute	A deficit in	A greater ability	A tendency for confabulation
the lowest	the highest	itches of	all of the above	none of the above
Signal detection	Weber's Law	Accommodation	Frequency	Harmonics
Myopia - refractive error	Presbyopia	Emmetropia	Hyperopia - refractive error	retinal image projects behind the retina.
cones	lens	rods	occipital lobe	optic nerve
Case study	Naturalistic observation	Correlational research	Survey research	Experimental research
long wavelength	short wavelength	range of wavelengths	short wavelengths	that produce red light
the influence of	they are different	the influence of	neural characteristics	of the parvocellular pathway
Opponent-process theory	Binocular vision	Top-down processing	Gestalt psychology	Bottom-up processing
interposition	texture gradient	convergence	linear perspective.	
reception	perception	subliminal	absolute	threshold
Texture gradient	Interposition	Linear perspective	Retinal disparity	Motion parallax
retina	iris	pupil	lens	

Student Name:
Instructor: Ms. Mosier
Psychology
Due Date: 10/28/2014

10282014_Q

AP Unit 2-2 Quiz-Form A

- 1) Which quiz form are you taking?
 - a) Form A
 - b) Form B
 - c) Form C
 - d) Form D
 - e) Form E
- 2) When you enter a room with a strong odor, the ability that allows us to eventually no longer perceive the odor or smell is known as what?
 - a) Just noticeable difference.
 - ~~b) Perception.~~
 - c) Subliminal detection.
 - d) Sensory adaptation.
- 3) Rods and cones are differentiated by their
 - a) all of the above
 - b) shape
 - c) distribution in the retina
 - ~~d) spectral sensitivity~~
 - e) both a and c
- 4) Which of the following is an example of an optical error that refracts the light too much?
 - a) Presbyopia - lens becomes inflexible with age.
 - b) Myopia - retinal image projects in front of the retina
 - ~~c) Hyperopia - retinal image projects behind the retina.~~
 - d) Emmetropia - retinal image projects to the fovea
- 5) Rods and cones are the photoreceptor neurons located in the
 - a) iris
 - ~~b) pupil~~
 - c) lens
 - d) retina
- 6) Perception of pitch can best be explained by:
 - a) neither theory.
 - b) place theory.
 - ~~c) frequency theory.~~
 - d) both place theory and frequency theory.
- 7) A tone-deaf person would probably not be able to tell two musical notes apart unless they were very different. We could say that this person has a relatively large:
 - ~~a) absolute threshold.~~
 - b) just noticeable difference.
 - c) relative threshold.
 - d) detection threshold.
- 8) The lens _____ when fixating on a point that is distant and _____ when fixating on a point that is close.
 - a) absorbs more short wavelengths; absorbs more long wavelengths
 - ~~b) bulges; stretches~~
 - c) stretches; bulges
 - d) absorbs more long wavelengths; absorbs more short wavelengths
- 9) We cannot see especially dim stars at night when we are fixating on them because
 - a) there are no rods in the fovea
 - ~~b) our optics blue the light too much in the foveal region at night~~
 - c) cones cannot see such small stimuli
 - d) none of the above
- 10) When our mind takes an incomplete image and tries to make it "whole" it is known as what type of perceptual organization?
 - a) Top-down processing
 - ~~b) Binocular vision~~
 - c) Bottom-up processing
 - d) Gestalt
 - e) Opponent-process theory

This is Water.

- 11) In psychophysical research, the absolute threshold has been arbitrarily defined as:
- the minimum amount of difference in intensity needed to tell two stimuli apart.
 - ~~the stimulus intensity that can be detected 100% of the time.~~
 - a constant proportion of the size of the initial stimulus.
 - the stimulus intensity that can be detected 50% of the time.
- 12) Keisha recently lost the sight in her left eye. In which of the following situations would Keisha NOT be able to judge depth?
- Looking out a train window at passing scenery
 - Throwing a ball to a friend
 - ~~Watching two people approach from different distances~~
 - Watching a crowd of children at play in a school yard
 - Looking down a railroad track as it disappears into the distance
- 13) Which of the following is the correct sequence of anatomical structures through which an auditory stimulus passes before it is perceived as sound?
- Oval window, auditory canal, eardrum, cochlea, ossicles
 - Eardrum, cochlea, auditory canal, ossicles, oval window
 - Auditory canal, eardrum, ossicles, oval window, cochlea
 - ~~Ossicles, eardrum, cochlea, auditory canal, oval window~~
 - Cochlea, ossicles, eardrum, oval window, auditory canal
- 14) What is the process called that changes our sensory stimulation into neural impulses that our brain can interpret?
- Transduction.
 - Perception.
 - Transmission.
 - ~~Reception.~~
- 15) Which part of the cerebral cortex receives information about temperature, pressure, touch, and pain?
- Temporal lobe
 - Parietal lobe
 - Occipital lobe
 - Motor cortex
 - ~~Prefrontal cortex~~
- 16) The Just Noticeable Difference is the
- ~~difference in detection time for two different stimuli~~
 - time it takes to notice a stimulus (reaction time)
 - total length of stimulus presentation
 - smallest difference required to differentiate between two stimuli

This is Water.

Student Name:
Instructor: Ms. Mosier
Psychology
Due Date: 10/28/2014

10282014_Q

AP Unit 2-2 Quiz-Form B

- 1) Which quiz form are you taking?
 - a) Form A
 - b) Form B
 - c) Form C
 - d) Form D
 - e) Form E
- 2) The process of using past experience to identify something you see, hear, smell, touch or taste is known as what?
 - a) Absolute threshold.
 - b) Sensation.
 - c) Bottom-up processing.
 - d) Top-down processing.
- 3) Which of the following is a possible reason why cats can see better at night than humans?
 - a) Cats' pupils can contract to a smaller opening.
 - b) Cats have a smaller blind spot.
 - c) Cats have a larger optic nerve tract.
 - d) The visual cortex of cats is located farther forward in the cortex.
 - e) Cats have a higher proportion of rods to cones.
- 4) Which of the following is an example of an optical error that refracts the light too much?
 - a) Presbyopia - lens becomes inflexible with age.
 - b) Emmetropia - retinal image projects to the fovea
 - c) Myopia - retinal image projects in front of the retina
 - d) Hyperopia - retinal image projects behind the retina.
- 5) The hair cells that serve as auditory receptors are found:
 - a) on the eardrum in the cochlea.
 - b) on the basilar membrane in the cochlea.
 - c) on the eardrum in the auditory canal.
 - d) on the basilar membrane in the auditory canal.
- 6) In the classic Muller-Lyer illusion, the fact that we perceive the parallel lines labeled A and B as different lengths is an example of what?
 - a) they are different sizes, we perceive the difference based on the physical stimulus
 - b) neural characteristics of the magnocellular pathway
 - c) the influence of bottom-up processing
 - d) neural characteristics of the parvocellular pathway
 - e) the influence of top-down processing
- 7) The minimum intensity at which a stimulus can be detected at least 50 percent of the time is known as the
 - a) absolute threshold
 - b) just noticeable difference
 - c) receptor potential
 - d) visual cliff
 - e) perceptual set
- 8) The fovea is made up of what?
 - a) Dendrites of the bipolar cells
 - b) Dendrites of the ganglion cells
 - c) Axons of the bipolar cells
 - d) Axons of the ganglion cells
 - e) Rows of rods and cones
- 9) Rods and cones are the photoreceptor neurons located in the
 - a) lens
 - b) pupil
 - c) iris
 - d) retina
- 10) The lens _____ when fixating on a point that is distant and _____ when fixating on a point that is close.
 - a) bulges; stretches
 - b) absorbs more short wavelengths; absorbs more long wavelengths
 - c) stretches; bulges
 - d) absorbs more long wavelengths; absorbs more short wavelengths

This is Water.

- 11) Which of the following is NOT a Gestalt principle of perceptual organization?
- a) Proximity
 - b) Similarity
 - c) Continuity
 - d) Closure
 - e) Intensity
- 12) The point at which a stimulus or sensation can be perceived at least 50% of the time is
- a) reception
 - b) perception
 - c) subliminal level
 - d) absolute threshold
- 13) The path that light takes into our eye follows what order?
- a) Lens → Pupil → Cornea → Retina
 - b) Cornea → Pupil → Lens → Retina
 - c) Pupil → Cornea → Lens → Retina
 - d) Retina → Lens → Cornea → Pupil
- 14) Stimulation of portions of the left temporal lobe of the brain during surgery will cause the patient to
- a) jerk the left arm
 - b) see lights
 - c) extend the tongue
 - d) hear sounds
 - e) lose the sense of smell
- 15) Light enters the eye, moving through in the following order:
- a) lens, pupil, iris
 - b) iris, cornea, pupil
 - c) cornea, pupil, lens
 - d) pupil, cornea, iris
- 16) Information from the outside world including light, pressure, vibrations, and the presence of chemicals, is converted into a signal usable by the nervous system via a process known as
- a) transmission
 - b) transduction
 - c) temporal summation
 - d) processing

This is Water.

Appendix 2.4.b.2 – Professional Development Calendar

Noble has the following PD calendar for the current school year, which remains consistent year over year in terms of scheduling for the network quarterly PD days and ongoing campus-level PD.

Network Quarterly PD Days:

Kickoff – August 12, 2014

Quarter 1 – October 24, 2014

Quarter 2 – December 19, 2014

Quarter 3 – March 6, 2015

Sendoff/Quarter 4 – June 12, 2015

Weekly Campus PD:

Friday afternoons after student dismissal.

Chicago Bulls College Prep Performance and Evaluation Framework

XXXX - Freshman Teacher = 16.5 points awarded

Big Areas		Measures of Success	Current Performance																																										
The "What" of your job	1. Deliver academic growth	<p>Academic results – 12 points possible</p> <table border="1"> <thead> <tr> <th colspan="6">NN Historical EXPLORE Growth</th> </tr> <tr> <th></th> <th>Composite</th> <th>English</th> <th>Math</th> <th>Reading</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>Min</td> <td>1.53</td> <td>1.41</td> <td>1.00</td> <td>0.92</td> <td>0.93</td> </tr> <tr> <td>25th%</td> <td>1.82</td> <td>2.46</td> <td>1.84</td> <td>1.30</td> <td>1.32</td> </tr> <tr> <td>Median</td> <td>2.11</td> <td>2.93</td> <td>2.07</td> <td>1.50</td> <td>1.62</td> </tr> <tr> <td>75th%</td> <td>2.31</td> <td>3.55</td> <td>2.51</td> <td>1.79</td> <td>2.00</td> </tr> <tr> <td>Max</td> <td>2.71</td> <td>4.18</td> <td>3.62</td> <td>2.54</td> <td>2.71</td> </tr> </tbody> </table> <p>0 points – At or below minimum historical growth in subject area 3 points – 25th percentile of historical growth in subject area 7 points – Median of historical growth in subject area 10 points – 75th percentile of historical growth in subject area 12 points – Max or higher historical growth in subject area</p>	NN Historical EXPLORE Growth							Composite	English	Math	Reading	Science	Min	1.53	1.41	1.00	0.92	0.93	25th%	1.82	2.46	1.84	1.30	1.32	Median	2.11	2.93	2.07	1.50	1.62	75th%	2.31	3.55	2.51	1.79	2.00	Max	2.71	4.18	3.62	2.54	2.71	<p>Science growth = 2.11 (75th)</p> <p>10 points awarded</p>
	NN Historical EXPLORE Growth																																												
		Composite	English	Math	Reading	Science																																							
Min	1.53	1.41	1.00	0.92	0.93																																								
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75th%	2.31	3.55	2.51	1.79	2.00																																								
Max	2.71	4.18	3.62	2.54	2.71																																								
2. Manage student promotion	<p>Advisory results – 3.5 points possible</p> <p>3.5 points – 85% of advisees promoted to next school year without need for summer school OR</p> <p>0.5 points – 95% daily attendance for advisees 0.5 points – 80% average greeter correctness (4/5 requirements) for advisees 0.5 points – 90% parent one-on-one meetings for RCPU 0.5 points – 90% of advisees meet community service requirements 0.5 points – 90% of advisees meet college exploration requirements 0.5 points - <20% of advisees in detention</p> <p>0.5 points additional if all criteria are met</p>	<p>Promotion < 85% Attendance = 90% Greeting = 90% RCPU = 82% CS = 88% CE = 88% % in det = 12%</p> <p>1 point awarded</p>																																											
3. Practice literacy across the curriculum	<p>Literacy practice – 2 points possible</p> <p>2 points – 90% correctness on literacy audits in subject area 1 point – 80% correctness on literacy audits in subject area</p>	<p>Avg literacy = 100%</p> <p>2 points awarded</p>																																											

Core Values		Measures of Success	Performance
The “HOW” to do it - Professionalism	Foundation: Make Other People Better 1. Output 2. Efficiency 3. Follow through 4. Sensible decision-making 5. Innovation 6. Team Support 7. Communication	Core values – 3.5 points possible 0.5 points – proficiency or higher in each category	All values prof or higher 3.5 points awarded

Noble Street Growth Strands Rubric

Strand	4	3	2	1
Leadership (Teacher, Advisor, Team Member)	Instills in others a desire to improve student results. Contributes ideas and participates in creating solutions. Engages in direct feedback and skillfully communicates in emotionally charged situations.	Is a positive team player, contributes ideas, expertise, and time to the overall mission of the school. Contributes ideas and participates in creating solutions. Actively works to improve leadership and communication skills.	Occasionally suggests an idea aimed at improving the school. Can be passive in difficult relationships or situations, letting others figure it out.	Rarely if ever contributes to the improvement of the school. Can be negative or unwilling to lead through effective communication with adults.
Growth Mindset (Teacher, Advisor, Team Member)	Actively inculcates a "growth" mindset, helping others to take risks, learn from mistakes, and experience that through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
Reliability (Teacher, Advisor, Team Member)	Carries out assignments conscientiously and punctually, keeps meticulous records, is top notch with email, and is never late. Is reliable in a broad sense.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records, but may take on less or miss some items.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records.
Tenacity (Teacher, Advisor, Team Member)	Relentlessly follows up with struggling students and team members with personal attention until they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail an assignment, that's it; the class has to move on to cover the curriculum.
Engagement (Teacher)	Gets all students highly involved in focused work in which they are active learners and problem solvers and take ownership of their own	Has students actively think about, discuss, and use the ideas and skills being taught but some	Attempts to get students actively involved but some students are disengaged.	Lectures to passive students or has them plod through textbooks and worksheets, or does not plan enough appropriate work.

	learning through articulated understanding.	students may have partial, unarticulated understanding.		
Social-Emotional Growth (Teacher, Advisor, Team Member)	<p>Implements a program of honesty, challenge, and trust that successfully develops positive interactions and social emotional skills. Students (and adults) comfortably grow socially and emotionally while being held accountable for being their best selves daily.</p>	<p>Fosters positive interactions among students and teaches useful social skills. May favor either support or challenge. Connects well with most students and is actively reflective and actively seeks feedback from students who might not feel supported or challenged.</p>	<p>Lectures students on the need for good behavior, and makes an example of "bad" students. Creates an environment that favors that enables poor behavior or that is not supportive. Will work to remedy blatantly dysfunctional relationships, but does not prioritize social and emotional safety and growth.</p>	<p>May berates "bad" students, blaming them for their poor behavior. Creates an environment that is not safe for risk taking or social emotional growth. Does not prioritize development in this area and blames students.</p>



Noble Culture

Perfect classroom culture at Noble is joyful and positive, and students care about their work because they are engaged and follow directions in a safe, fair, caring and efficient learning environment.

Positive environment Students care about their work



Students are Attentive and Active	Students Follow Directions	Class runs Efficiently	Safe, Fair, and Caring Environment
<p><i>Looks like:</i></p> <ul style="list-style-type: none"> • SMART • Many hands raised • Kids doing work • Ratio of teacher talk • Students ask questions • Students can explain what is going on in class • All students answer or participate in class • Kids lean forward, are excited or eager 	<p><i>Looks like:</i></p> <ul style="list-style-type: none"> • Transitions are executed in the way the teacher directed • Students follow the enter/exit systems • Clear and explicit directions • Students ask for clarification of directions • Teacher does not have to stop and repeat directions • Students do not talk out of turn • 100% of students follow directions perfectly • T corrects non-compliance consistently 	<p><i>Looks like:</i></p> <ul style="list-style-type: none"> • Evidence of teacher preparation • Class runs from bell to bell • Procedures run smoothly/automatically • Nonverbal cues • Enter/exit procedures in place • Board configuration • Kids have materials • Students are clear on expectations • Teacher defines time chunks clearly • Mastery tracking and reporting 	<p><i>Looks like:</i></p> <ul style="list-style-type: none"> • Respectful interactions • Student contribution • Room aesthetics • Humor (does not hurt feelings) • Recognize success even when correcting • Teacher mood • Evidence of risk-taking and creativity • Following IEPs and accommodations • Consistent demerits • Kids not afraid to be wrong • Healthy debate • Evidence of teacher instilling a growth (rather than static ability) mindset

<i>Lemov suggests</i>	<i>Lemov suggests</i>	<i>Lemov suggests</i>	<i>Lemov suggests</i>
Cold Call Call and Response Wait Time Pepper Everybody Writes Vegas SMART	100 Percent Strong Voice What to Do Do it Again Sweat the Details Threshold No (more than one) Warning(s)	Entry Routine Do Now Tight Transitions Binder Control On Your Mark Seat Signals Every Minute Matters (from Pacing)	Positive Framing J-Factor Warm/stict Precise Praise Emotional Constancy Explain Everything Normalize Error Props Threshold



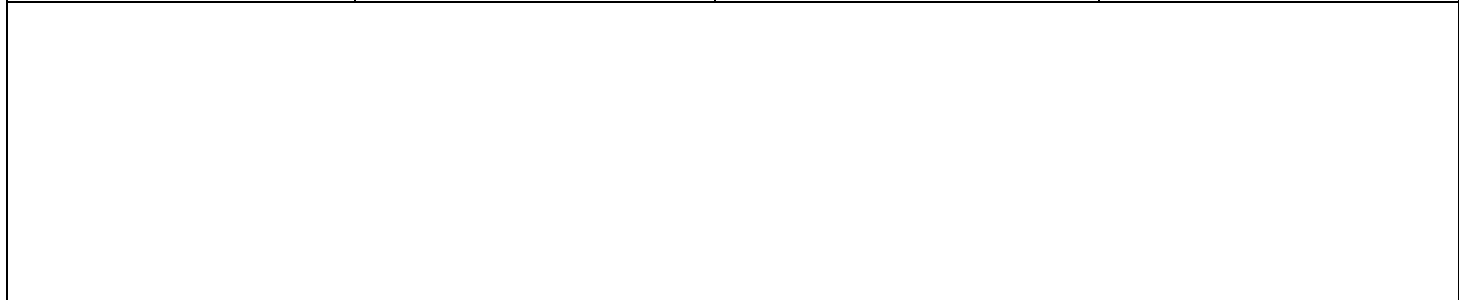
Noble Rigor

Perfect classroom rigor at Noble pushes each student to actively attain his or her highest potential, resulting in joyful, college-ready scholars

Students are challenged **Students are successful**



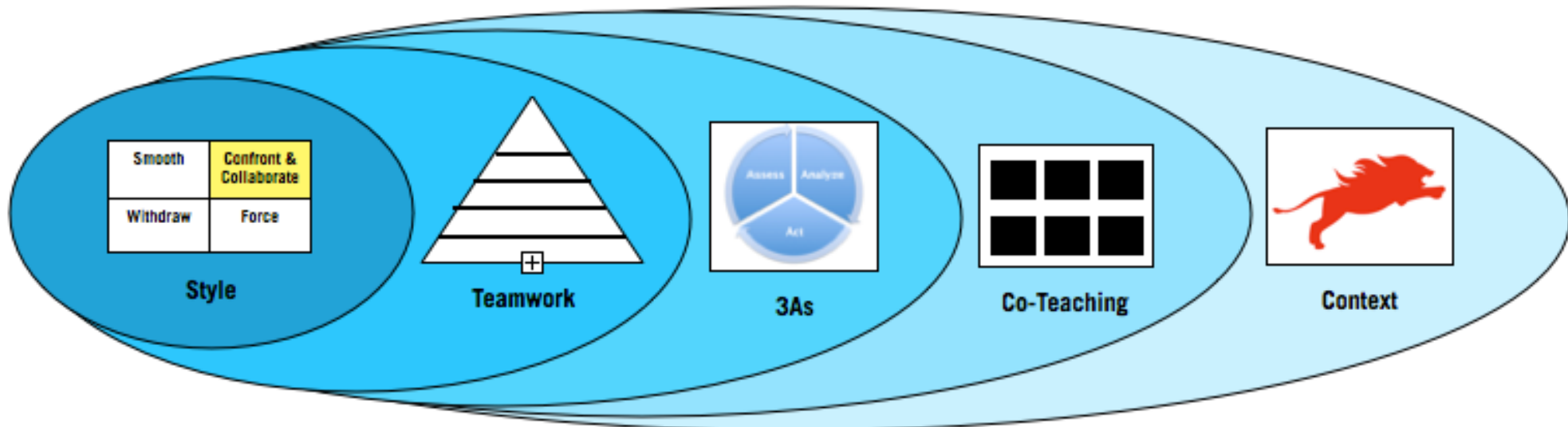
Questioning/Discourse	Cognitive Engagement and Student Ownership	Success	College Expectations
<p><i>Looks like:</i></p> <ul style="list-style-type: none"> • Questions build to high levels of blooms: -remembering -understanding -applying -analyzing -evaluating -creating • All students contribute • Students habitually elaborate and justify or defend with evidence • Questions build from simple to complex • Follow up questions from teachers and peers enrich the discussion • Questioning aligns with/ scaffolds to EUs. 	<p><i>Looks like:</i></p> <ul style="list-style-type: none"> • Students are interested in the work • All students involved and engaged in the thinking • Students are required to do the “heavy lifting” of classroom thinking, not spoon-fed by teachers • Students help each other • Students refine and expand their thinking • Students read to acquire new information 	<p><i>Looks like:</i></p> <ul style="list-style-type: none"> • All students successful on challenging exit slip • High, middle, and low-performing? students are pushed to full potential • Students accept challenges willingly • Students expect to be successful • Students use feedback to revise their work to improve upon original piece. • Teacher breaks it down in 	<p><i>Looks like:</i></p> <ul style="list-style-type: none"> • Precise, correct vocabulary is used • “hard” topics are not avoided, watered down, or apologized for • Faulty logic is challenged and exposed • Surface-level connections are pushed for depth • 100% correctness • Work is aligned to college readiness, AP, Common Core or persistence • Assumptions are challenged • Ambiguous ideas are explored • Students read



Lemov suggests <i>Stretch It</i> <i>Break it Down</i> <i>Cold Call</i> <i>Wait Time</i> <i>Simple to Complex</i>	Lemov suggests <i>No opt out</i> <i>Ratio (note Participation Ratio vs. Thinking Ratio)</i> <i>At Bats</i> <i>Everybody Writes</i> <i>Meaningful Reading</i>	Lemov suggests <i>Break it Down</i> <i>No Opt Out</i> <i>Check For Understanding (and Do Something About it Right Away)</i> <i>Exit Ticket</i> <i>One at a Time</i> <i>Hit Rate</i>	Lemov suggests <i>Right is Right</i> <i>Format Matters</i> <i>Without Apology</i> <i>4M's (for objectives)</i>
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Command starts with me

Co-Teaching Framework



Collaboration

Interpersonal collaboration is a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work towards a common goal.

1. Collaboration is voluntary
2. Collaboration requires parity among participants
3. Collaboration is based on mutual goals
4. Collaboration depends on shared responsibility for participation and decision making
5. Individuals who collaborate share resources
6. Individuals who collaborate share accountability for outcomes

Collaboration & Co-Teaching

Co-Teaching is a specific service delivery option that is based on collaboration.

Co-Teaching is not a synonym for collaboration...Co-Teaching is an activity that teachers may choose to engage in using a collaborative style of interaction.

Co-Teaching

Co-Teaching is a service delivery model option for providing services to students with disabilities or other special needs while they remain in general education classes. Co-Teaching occurs when two or more professionals jointly deliver substantive instruction to a diverse, blended group of students, primarily in a single space.

1. Two or more professionals with different primary areas of expertise
2. Joint delivery of instruction
3. Diverse group of students
4. Shared classroom space

Co-Teaching Checklist 1: Building the Partnership (*Interactions* p. 177)
 Co-Teaching Checklist 2: Maintaining the Partnership (*Interactions* p. 179)

**One Teaching,
One Observing**

Station Teaching

Parallel Teaching
 Teachers deliver same instruction to split classroom

Alternative Teaching
 One teacher delivers small group instruction

Teaming
 Teachers share instruction of all students

**One Teaching,
One Assisting**

Culture

Symptoms: Frequent distractions, redirections and off-task behavior

Proactive: Classroom Management (TLC)	Reactive: Address Behavior (NCC)
<ul style="list-style-type: none"> Sweat the Details: Plan systems, space/seating, binders, paper & supply distribution & collection. 100%: 100% of Firecats follow directions. Less, & authority is subject to interpretation. Wait for 100%. Bell to Bell: Have consistent opening & closing routines. Routines: Consistent routines create a rhythm in the room that allows for higher thought. Do it Again: Take time to do basic routines again-build a standard of excellence. Talk Ratios: Be aware of who is talking & for how long (TT, ST-wg, ST, A/V) (10 min rule) Cold Call: Positive pressure to keep Firecats engaged. Momentum: Keep a smooth flow to class & anticipate trouble Maintain tight transitions. Build Relationships: Listen deliberately. Recognize positive attributes. 	<ul style="list-style-type: none"> De-escalate the situation: Bring down the emotional level. Speak calmly & precisely: Practice emotional constancy Public vs. Private: Should the situation be addressed quietly or in front of the class. Consequences: Communicate results of infraction and explain why when possible. Process: Help Firecats understand rationale & how to move forward. Consider consequence ladders. Values: Reference positive values. Capitalize on student strengths: Recognize Firecat talents when moving forward. Strategic Shifts: Change seats, build/rebuild relationship/communicate with home and/or advisor as often as possible. Warnings: The demerit is our warning. Demerit, out.

Develop Firecat Lifelong Values

Teamwork Excellence Grit
Optimism Gratitude Integrity

Motivation

Symptoms: Fixed Mindset-Avoids challenges, gives up easily, sees effort as fruitless, ignores useful feedback, threatened by others' success

Growth Mindset: Effort is what makes me intelligent. (Drive)

Instructional Planning: Group Investigation, Inquiry Training, Awareness Building, Self-Tracking

Autonomy: Over task & technique

- Right is Right:** Set and defend a high standard of correctness in your classroom
- Form Matters:** We speak the "language of opportunity"-complete sentences, proper grammar, "Like a scholar, complete sentence"
- No Opt Out:** A sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible.
- Stretch It:**How? Why? "Can you use a synonym for that? Please share your evidence."

Mastery: Seeing progress in ones work. Mastery is frustrating & alluring because true mastery can never be reached.

Frame the Learning: What is the purpose of the lesson. Help Firecats make a PMC?

Purpose: Understand why.

Personal Relationships (ST/TLC/Talent Code)

- If we do these things:**
- J Factor:** Have fun. Use games.
 - Precise Praise:** Praise exceptional behavior/achievements.
 - Realness:** Share personal stories.
 - Work the Clock:** "You have 2 more minutes. Go!"
 - Look Forward:** "Be prepared"

- Then our Firecats will feel:**
- Cared for:** "My staff cares about me, my family, & my well-being."
 - Respected:** "My staff respects me, & I respect my staff."
 - Belonging:** Firecat pride
 - Acknowledged:** I am recognized for my hard work.
 - Fun:** My staff smile and use humor.
 - Urgency/ignition:** I'm "not safe". I'd better get moving.

Instruction

Symptoms: Low level questions. Off-task behavior.

Teach With Clarity (Skillful Teacher p.163)

- Frame the Learning. Introduce the Big Idea and Objective.
- Activate prior knowledge and pre-assess.
- Present new material through clear explanatory devices (pictures, charts, organizers, non-linguistic representations)
- Plan and execute purposeful questions and examples. Avoid vague terms.
- Make cognitive connections. Show relationships & extend to new material.
- Check for understanding
- Unscramble confusion
- Be META: Model your thinking and problem solving. Name the steps to your thinking.
- Summarize: Both you and the students summarize the material. Consider doing this throughout the lesson.

Deep Practice (Talent Code)

- Break it into chunks
- Repeat again & again

Using Gradual Release (Teach Like a Champion)

1. **I Do** (I Do, You watch)
2. **We Do** (I do, You help; You do, I help)
3. **You Do** (And do, and do, and do)

Check for Understanding (Skillful Teacher)

Dipsticking

- Hand Signals
- Turning Point
- Index Cards/White Boards
- Think and Draw
- Web/Concept Attainment
- 1 Minute Essay

Checking Questions

- Pepper
- Choral Response

Body Language

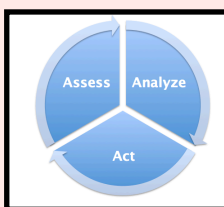
Models of Teaching (The Skillful Teacher)			
Inductive Thinking	Concept Attainment	Synetics Model	Group Investigation
Make inferences from data by gathering, grouping, labeling, comparing, inferring, hypothesizing, and generalizing.	Develop their skills in logic, analysis, comparing and contrasting by giving examples of positive and negative exemplars.	Firecats connect something new with something that is familiar by using analogies	Learn to respect different points of view, become more independent learners, and develop group process skills.
Advanced Organizer	Inquiry Training	Awareness Training	Non-Directive
Advance a body of knowledge and promote a meaningful (hierarchical arrangement) assimilation of information.	Put Firecat knowledge to work to solve a problem. In the process, there is more knowledge to be gained.	Bridge individual's experiences with those of others to discuss thoughts about learning in a language within a social context.	Acquire responsibility for one's own learning and the skill to plan. Become aware of feelings about themselves and others.



Curriculum

Symptoms: Low growth or mastery scores (if other areas are operating at high levels)

Begin with the End in Mind (UBD)



Assess	Questioning, Authentic performance tasks, Multiple choice/Fill in the blank, CFUs, Variety of products
Analyze	Item Level Analysis, Standard Level Analysis, Student Level Analysis, Used to drive instruction
Act	What does the data indicate? Whole group reteach? Small group reteach? Spiraled skills/concepts?

We use 3As to differentiate courses & hold high expectations for all students. (The Differentiated Classroom, Tomlinson)

Over-Differentiating, Lowered Expectations

High Expectations & Smart Decisions

Generalizing, Misaligned Expectations

Content	Process	Product
-Concept & generalization-based -High relevance -Coherent -Transferable -Powerful -Authentic	-Concept & generalization driven -Focused -High Level -Purposeful -Critical & creative thought -Cognition & metacognition	-Concept or issue centered -Skills of planning taught -Reqs application of key skills & understandings -Uses skills of the discipline -Real problems & audiences -Multiple expression
Differentiation Through: -Multiple texts & supplementary print -Computer Programs -Audio Visual -Time allotments -Interest centers -Complex Instruction -Group investigation -Blooms taxonomy	Differentiation Through: -Tiered assignments -Centers -Mult. Int. assignments -Graphic organizers -Simulation -Concept Attainment -Concept development -Complex instruction -Group investigation -Level of support	Differentiation Through: -Tiered product assignments -Independent Study -Community-based -Scaffolded rubrics -Multiple Intelligence based orientations -Choice around product type

Mastery Objectives- Our daily lessons are driven by objectives that can clearly answer the following two questions:

- What did I want my Firecats to learn (know and do) today?
- What will I take as evidence that our objective has been met?

Bloom's: Questions for rigorous learning

Remember- Define, identify, match

Understand- Summarize, infer

Apply- Solve, predict, apply, illustrate

Analyze- Compare, contrast, criticize

Evaluate- Categorize, defend, support

Create- Construct, develop, write

<p>DOMAIN I : PLANNING AND PREPARATION/CURRICULUM (Department Chairs)</p> <p>Component I a:</p> <p>Demonstrating Knowledge of content and pedagogy</p>		<p>4/8: Subject/Verb agreement questions. Did a nice job of asking the base level questions and then Gen Ed teachers asked the stretch/follow-up questions.</p> <p>Are there other, more engaging ways to go over Grammar Do Nows?</p> <p>Haven't observed major differentiation to achieve high levels of engagement and mastery.</p> <p>Use of assessments for planning: Data conference</p>		
<p>Element</p>	<p>Unsatisfactory</p>	<p>Basic</p>	<p>Proficient</p>	<p>Distinguished</p>
<p>Knowledge of content and the structure of the discipline</p>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p>	<p>Teacher is familiar with the important concepts in the discipline by may display lack of awareness of how these concepts relate to one another</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines,</p>
<p>Knowledge of prerequisite relationships</p>	<p>Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.</p>	<p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p>	<p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p>	<p>Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.</p>

Knowledge of content related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
DOMAIN I : PLANNING AND PREPARATION Component I b: Demonstrating Knowledge of Students				
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns. Teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.
DOMAIN I : PLANNING AND PREPARATION/CURRICULUM (Department Chairs) Component I c: Setting Instructional Outcomes				
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor . They do not reflect important learning in the discipline or connection to a sequence of learning	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.

Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs	Most of the outcomes are suitable for most of students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups
DOMAIN I: PLANNING AND PREPARATION/CURRICULUM (Department Chairs) Component I d: Demonstrating Knowledge of Resources				

Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.
DOMAIN I: PLANNING AND PREPARATION/INSTRUCTION (Department Chairs) Component I e: Designing Coherent Instruction				

Learning activities/ Differentiation	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to <u>engage students in high-level cognitive activity</u> and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning .	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the material and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety. Have not observed	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.
DOMAIN I: PLANNING AND PREPARATION/CURRICULUM (Department Chairs)				

Component If: Designing Student Assessments				
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process . Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well-designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.
DOMAIN 2: THE CLASSROOM ENVIRONMENT/MOTIVATION/MANAGEMENT (Grade Level Chairs) Component 2a: Creating		Basic -Connecting work to student cultures/interests -Management and expectations of small groups		

<p>an Environment of Respect and Rapport Elements: Teacher interaction with students, Student interactions with other students</p>		<p>-Responding to student behavior</p>		
<p>Teacher Interaction with students</p>	<p>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.</p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit minimal respect for the teacher.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.</p>	<p>Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.</p>
<p>Student interactions with other students</p>	<p>Student interactions are characterized by conflict, sarcasm, or put-downs.</p>	<p>Students do not demonstrate disrespect for one another.</p>	<p>Student interactions are generally polite and respectful.</p>	<p>Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.</p>
<p>DOMAIN 2: THE CLASSROOM ENVIRONMENT/MANAGEMENT/MOTIVATION (Grade Level Chairs) Component 2b: Establishing a Culture for Learning</p>				

Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
DOMAIN 2: THE CLASSROOM ENVIRONMENT/MANAGEMENT (Grade Level Chairs) Component 2 c: Managing Classroom Procedures				

Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively	Small –group work is well organized, and students are productively engaged at all times with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of material and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of noninstructional duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
DOMAIN 2 : THE CLASSROOM ENVIRONMENT/MANAGEMENT (Grade Level Chairs) Component 2d: Managing Student Behavior				

Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
DOMAIN 2: THE CLASSROOM ENVIRONMENT MANAGEMENT (Grade Level Chairs) Component 2 e: Organizing Physical Space				
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teachers use physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

<p>DOMAIN 3: INSTRUCTION/INSTRUCTION (Department Chairs) Component 3a : Communicating with Students</p>				
<p>Expectations for learning (Framing the Learning)</p>	<p>Teacher's purpose in a lesson or unit is unclear to students.</p>	<p>Teacher attempts to explain the instructional purpose, with limited success.</p>	<p>Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.</p>	<p>Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.</p>
<p>Directions and procedures</p>	<p>Teacher's directions and procedures are confusing to students.</p>	<p>Teacher's directions and procedures are clarified after initial student confusion.</p>	<p>Teacher's directions and procedures are clear to students.</p>	<p>Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.</p>
<p>Explanations of content</p>	<p>Teacher's explanation of the content is unclear or confusing or uses inappropriate language.</p>	<p>Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.</p>	<p>Teacher's explanation of content is appropriate and connects with students' knowledge and experience.</p>	<p>Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.</p>
<p>Use of oral and written language</p>	<p>Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.</p>	<p>Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.</p>	<p>Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.</p>

<p>DOMAIN 3: INSTRUCTION/INSTRUCTION (Department Chairs) Component 3b : Using Questioning and Discussion Techniques</p>		<p>Basic</p> <ul style="list-style-type: none"> -Lower level Blooms questioning and responses to students -Repertoire of teaching strategies -Engaging students in discussion and critical thinking skills 		
<p>Quality of questions</p>	<p>Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.</p>	<p>Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.</p>	<p>Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.</p>	<p>Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.</p>
<p>Discussion techniques</p>	<p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p>	<p>Teacher makes some attempt to engage students in genuine discussion rather than recitations, with uneven results.</p>	<p>Teacher creates a genuine discussion among students, stepping aside when appropriate.</p>	<p>Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.</p>
<p>Student participation</p>	<p>A few students dominate the discussion.</p>	<p>Teacher attempts to engage all students in the discussion, but with only limited success.</p>	<p>Teacher successfully engages all students in the discussion.</p>	<p>Students themselves ensure that all voices are heard in the discussion.</p>
<p>DOMAIN 3: INSTRUCTION/INSTRUCTION/MOTIVATION (Department or Grade Level Chairs) Component 3c: Engaging</p>				

Students in Learning				
Activities and assignments	Activities and assignments are inappropriate for student's age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptations, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.
DOMAIN 3: Instruction/INSTRUCTION & CURRICULUM (Department Chairs)				

Component 3d Using Assessment in Instruction				
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of the information in their learning.
DOMAIN 3: INSTRUCTION/INSTRUCTION (Department Chairs) Component 3 e: Demonstrating Flexibility				

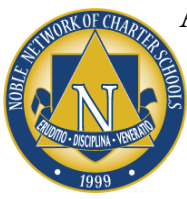
and Responsiveness				
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the students or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Department OR Grade Level Chairs (Much of DOMAIN 4 falls under TEAMWORK) Component 4a: Reflecting on Teaching				
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strength of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the

				probable success of different courses of action.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4b: Maintaining Accurate Records				
Student completions of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in learning / Tracking	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Noninstructional records	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4c: Communicating with Families				
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the schools activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing

				materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedure for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute idea for projects that could be enhanced by family participation.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4d: Participating in a Professional Community	Unsatisfactory -Engagement in school events -Relationships with colleagues -Utilizing and incorporating feedback	Basic -Completion of responsibilities present -Completes tasks upon request		
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids a participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one

				aspect of school life.
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4e: Growing and Developing Professionally				
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.
DOMAIN 4 : PROFESSIONAL RESPONSIBILITIES Component 4f: Showing Professionalism				
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honest, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues

Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.



Prólogo: Las expectativas en todos los campus de la secundaria Noble son altas y las reglas son estrictas porque queremos que nuestros estudiantes tengan las mejores posibilidades de prepararse para la universidad o para una carrera, y que se sientan felices y seguros en la escuela. No se requiere ningún examen de admisión para inscribirse en Noble y no tiene que pagar colegiatura. Sin embargo, tienen que vivir en la ciudad de Chicago, y esperamos que todos los estudiantes y sus familias apoyen el programa académico y el código estricto de conducta. A cambio, las escuelas Noble proveerán excelentes maestros, un ambiente seguro, excelente comunicación con los padres y un programa académico interesante y riguroso.

Disciplina: Noble proporciona un ambiente de aprendizaje seguro. Por esa razón, los estudiantes que rompan las reglas de la escuela recibirán 1 o más deméritos. Por cada 4 deméritos que reciban, los estudiantes recibirán una detención de 3 horas. Si el estudiante de primer año recibe más de 12 detenciones en su primer año podría resultar en que el estudiante no sea promovido al siguiente año escolar.

Servicio Comunitario: Los campus requieren un mínimo de 40 horas de servicio para el cuarto año. Los estudiantes tendrán varias oportunidades para completar sus horas.

Preparación Para Los Estudios Universitarios: El currículum de los campus de Noble es un programa riguroso que se enfoca principalmente en preparar a los estudiantes para la universidad y para obtener becas. Todos los campus tienen clases de honores y de nivel avanzado (AP). La mayoría de los graduados de Noble están en universidades, o se han graduado de la universidad con becas extraordinarias.

Clases Reprobadas: Como es muy importante que todos nuestros estudiantes se desarrollen bien en sus estudios, se requiere que todos los estudiantes pasen el 100% de sus clases para que sean promovidos al siguiente grado. Las clases reprobadas pueden ser retomadas durante escuela de noche o de verano.

Deportes Y Actividades Extra-Curriculares: Tenemos muchas actividades extra-curriculares y deportes incluyendo: banda, coro, baile, drama, concilio estudiantil, fútbol (soccer) para niños y niñas, basketball para niños y niñas, rugby para niños y niñas, cross-country, béisbol, voleibol, softball, futbol americano y Marine Corp. ROTC. *Nota: No todos los campus tendrán todas o las mismas actividades y deportes.*

CAMPUS DE LA ESCUELA NOBLE:

NOBLE CAMPUS NAME	DIRECCION	CUANDO INICIO EL CAMPUS	GRADOS ACTUALES	GRADOS PARA EL OTOÑO 2015
Baker College Prep	2710 E. 89 th St.	Otoño 2013	9-10	9 -11
Butler College Prep	821 E. 103 rd St.	Otoño 2013	9-10	9 -11
Chicago Bulls College Prep	2040 W. Adams St.	Otoño 2009	9-12	9 -12
DRW College Prep	931 S. Homan Ave.	Otoño 2012	9-11	9 -12
Gary Comer College Prep	7131 S. South Chicago Ave.	Otoño 2008	9-12	9 -12
Golder College Prep	1454 W. Superior St.	Otoño 2007	9-12	9 -12
Hansberry College Prep	8748 S. Aberdeen St.	Otoño 2012	9-11	9 -12
ITW David Speer College Prep	2456 N. Mango Ave. *	Otoño 2014	9	9-10
Johnson College Prep	6350 S. Stewart Ave.	Otoño 2010	9-12	9 -12
Muchin College Prep	1 N. State St.	Otoño 2009	9-12	9 -12
Noble Street College Prep	1010 N. Noble St.	Otoño 1999	9-12	9 -12
Pritzker College Prep	4131 W. Cortland St.	Otoño 2006	9-12	9 -12
Rauner College Prep	1337 W. Ohio St.	Otoño 2006	9-12	9 -12
Rowe-Clark Math & Science Academy	3645 W. Chicago Ave.	Otoño 2007	9-12	9 -12
The Noble Academy	17 N. State St. *	Otoño 2014	9	9-10
UIC College Prep	1231 S. Damen Ave.	Otoño 2008	9-12	9 -12

*Temporary Location

Proceso para Aplicar:

- Los estudiantes y padres tienen que llenar la aplicación completamente y enviar o entregar la aplicación a la dirección indicada lo más pronto posible, pero no más tarde de la fecha límite que es a las **4:30 p.m. el viernes 19 de Diciembre del 2014.**
- Favor de notar que **hay 16 campus de la escuela Noble a los que pueden aplicar.** Si están interesados en aplicar a más de uno de los campus de Noble, por favor complete la aplicación que es específicamente para ese campus.
- Si son necesarias, las loterías para admisión se llevarán a cabo a las 9 a.m. el sábado 7 de Febrero del 2015 en cada campus. Las familias son bienvenidas a asistir, pero la asistencia no es requerida, ni afectará los resultados. Para que la aplicación sea parte de cualquiera de las loterías, la aplicación debe estar completa y ser recibida en la fecha límite mencionada arriba. *Los hermanos/as de estudiantes que estén actualmente inscritos en uno de los campus de la escuela Noble también deben someter su aplicación antes o al más tardar a las 4:30 p.m. el viernes 19 de Diciembre para asegurar su inscripción en el campus donde su hermano/a está actualmente inscrito. Si el aplicante está interesado en algún otro campus debe llenar la aplicación específicamente de ese campus para que sean parte de su lotería. Cualquier estudiante que entregue la aplicación después de la fecha indicada podría ser añadido al final de la lista de espera.

***NOTA:** Para poder inscribirse en uno de los campus de la escuela Noble, el estudiante debe vivir con su guardián legal en la ciudad de Chicago y graduarse de 8° grado; comprobante de domicilio será requerido.

BE NOBLE.





NOBLE

Office of Enrollment 1010 N. Noble St. ph: 773.278.6895

Código de Conducta y Vestimenta

Las siguientes son 14 expectativas de conducta NO Negociables:

1. Asistir a la escuela y a todas las clases diariamente excepto en caso de enfermedad o emergencias familiares.
2. Llegar a la escuela a tiempo todos los días y con todos los materiales necesarios.
3. Usar el uniforme todos los días.
4. Abstenerse de traer a la escuela, teléfonos celulares, iPods o cualquier otro aparato electrónico.
5. Abstenerse de marcar o ensuciar cualquier pared, escritorio o cualquier otra parte del edificio.
6. Abstenerse de mascar chicle en cualquier lugar y de comer fuera de la cafetería.
7. Seguir las reglas del salón de clases.
8. Hacer la tarea diariamente. Un promedio de 2-3 horas de tarea diario.
9. Hacer su propio trabajo en los exámenes y tareas.
10. Hablar en voz baja en los pasillos y salones.
11. Abstenerse de decir malas palabras.
12. Abstenerse de pelear, hacer cualquier contacto físico indeseado o contacto verbal negativo.
13. Mostrar respeto a los adultos que trabajan en la escuela y a todos los visitantes.
14. Aceptar la responsabilidad de cualquier conducta positiva o negativa.

CÓDIGO DE UNIFORME DE LOS CAMPUSES NOBLE

Código de Uniforme: El código de uniforme es estrictamente esforzado. No se darán alertas. Los estudiantes que no estén con el uniforme completo serán puestos en un salón de estudio callado todo el día o hasta que tengan el uniforme completo. Este código de uniforme esta en efecto todo el tiempo en el que el estudiante este en la escuela. Durante escuela de verano, eventos de la escuela y de deportes fuera del edificio escolar, puede ser que el uniforme no sea requerido, sin embargo el código de uniforme todavía será esforzado.

1. Camisas y uso de abrigos/sudaderas

- a. Los estudiantes deben usar las camisas de la escuela sin alteraciones todos los días.
- b. Los estudiantes no pueden usar ningún tipo de vestimenta debajo de las camisas de la escuela excepto camisetas blancas de manga corta, y nada sobre las camisetas, excepto las sudaderas de la escuela. Las mangas de la camiseta no podrán ser visibles en ningún momento. Sudaderas de uniforme solamente se pueden usar sobre la camisa de uniforme y el cuello de la camisa de la escuela debe estar completamente visible.
- c. No se permite usar abrigos o sudaderas que no sean de la escuela dentro del edificio, el estudiante no debe estar cargando este abrigo o sudadera y deben dejarlo en el locker todo el día. Otro tipo de ropa no puede ser visible debajo de su uniforme.
- d. Las camisas deben fajarse dentro de los pantalones y/o faldas en todo momento cuando el estudiante se encuentre en el edificio de la escuela.

2. Pantalones/Faldas

- a. Los hombres deben usar pantalones de vestir. Las mujeres deben usar pantalones o faldas de vestir. No se permiten pantalones Capri, "couduroys" o pantalones de material spandex.
- b. Todos los pantalones y faldas deben ser de color caqui claro.
- c. No se permiten pantalones ni faldas con bolsillos exteriores. Tampoco se permiten bolsillos, lazos, ni tirantes por debajo de la cadera.
- d. No se permiten pantalones muy sueltos ni tampoco muy apretados. Pantalones deben ser usados a nivel de la cintura.
- e. Las faldas deben ser a la rodilla o más largas y las aberturas no deben ser muy altas. No se permiten Shorts (falda-short).

3. Zapatos

- a. El estudiante debe usar zapatos de vestir de color negro. Las cintas y toda parte del zapato deben ser negras. Botas de marca o estilo "Timberlands", o tenis no se permiten
- b. El zapato de vestir para la dama son aceptables siempre y cuando el tacón no sea más de 3" (medido de atrás) y que cubra la mayoría del pie.
- c. Botas, chanclas, zapatillas, zapato de plataforma, zapato de tenis y sandalias delgaditas no son permitidos. Los zapatos deben tener las cintas puestas y estar amarrados en todo tiempo, tener la lengüeta por dentro y tener las cintas amarradas seguramente. El pantalón debe caer sobre el zapato.

4. Uniformes de Educación Física

- a. Los estudiantes deben usar las camisetas de Educación Física de la escuela. El estudiante no debe cortar las mangas o de ninguna manera alterar la camiseta de educación física.
- b. El estudiante puede usar sus propios pantalones cortos (shorts) o pantalones "jogger". No se permiten pantalones demasiado cortos, pantalones de mezclilla, pantalones cortos de mezclilla, ni pantalones de lycra o spandex.
- c. El estudiante deberá usar zapatos de tenis los días de educación física.
- d. Estudiantes deben cambiarse a su uniforme de educación física y guardar su uniforme escolar en su armario (locker) asignado.

5. Cinturones

- a. En todo momento en estudiante debe de usar un cinturón negro. Los cinturones no deben de colgar. Los pantalones y faldas que compren deben tener presas para cinturón.

6. Joyas y Maquillaje

- a. Los caballeros no pueden usar aretes y las damas solo los pueden usar aretes en las orejas.
- b. Partes perforadas en el cuerpo o lengua no deben ser visibles, ni cubiertas con un curita (band-aid).
- c. Las cadenas o collares deben meterse por dentro de las camisas.
- d. No se permite el maquillaje muy acentuado y éste, junto con cremas u otros cosméticos, sólo se debe aplicar en los baños.
- e. Pulseras o brazaletes que causen distracción están prohibidos.

7. Accesorios para la Cabeza:

- a. No se permiten gorras ni cualquier otro tipo de cubierta para la cabeza esto incluye bufandas, pañuelos, diademas atléticas, o bandanas en cualquier lugar dentro del edificio a cualquier hora excepto cuando es requerido por una razón religiosa verificable.

8. Cabello:

- a. El cabello no puede pintarse de ningún otro color que no sea un color normal y natural de cabello humano.
- b. No se permiten diseños de ningún tipo en el cabello o en la cara. Esto incluye el no permitir corte de pelo estilo "mohawk, Faux-Hawks, o cualquier estilo de pelo que distraiga o sea no profesional.

9. Tatuajes:

- a. No se permiten ningún tipo de tatuajes o marcas en el cuerpo visibles (permanentes o no permanentes).

10. Vestimenta que Distrae:

- a. No se permiten cualquier tipo de vestimenta o joyas que el maestro o administración de la escuela piense que puedan distraer a otros durante el proceso de aprendizaje.



NOBLE

Office of Enrollment 1010 N. Noble St. Ph: 773.278.6895

Fact Sheet High School Class of 2019

Preface: Noble Campuses hold high academic expectations and enforce strict rules in order to allow every student the opportunity to achieve college and career readiness, while feeling happy and safe at school. We do not require any tests to enroll and there is no tuition. Students and their families are expected to support the academic program and the strict code of conduct. In return, the Noble campuses will provide excellent and caring teachers, a safe environment, outstanding communication with parents and an interesting and challenging college-preparatory academic program.

Discipline: Noble campuses provide a safe and proper learning environment. Therefore, students who break school rules, including the dress code, will receive 1 or more demerits. For every 4 demerits, a student is required to serve a 3-hour detention. Earning more than 12 detentions in the freshman year may result in the student not being promoted to the sophomore year.

Community Service: Campuses require a minimum of 40 hours of service by senior year. Students have many community service opportunities available.

College Preparation: Noble campuses follow a rigorous college preparatory program that has prepared students exceptionally well for college and scholarships. All campuses have honors and AP courses. Many Noble graduates are attending college or have graduated from college with terrific scholarships.

Make-up classes: We believe it is so important for our students to do well in their classes, therefore; it is required that all students pass 100% of their classes each year to be promoted to the next grade. Classes not passed can be made up in night school or summer school.

Sports And Extra-Curricular Activities: There are many activities and sports including band, chorus, dance, art, drama, student council, boys & girls' soccer, boys & girls' basketball, cross-country, baseball, football, softball, boys & girls' rugby, volleyball and Marine Corps ROTC. *Note: Not all campuses have all listed sports and activities.*

NOBLE CAMPUSES:				
NOBLE CAMPUS NAME	LOCATION	OPENED	CURRENT GRADES	GRADES FOR FALL 2015
Baker College Prep	2710 E. 89 th St.	Fall 2013	9-10	9 -11
Butler College Prep	821 E. 103 rd St.	Fall 2013	9-10	9 -11
Chicago Bulls College Prep	2040 W. Adams St.	Fall 2009	9-12	9 -12
DRW College Prep	931 S. Homan Ave.	Fall 2012	9-11	9 -12
Gary Comer College Prep	7131 S. South Chicago Ave.	Fall 2008	9-12	9 -12
Golder College Prep	1454 W. Superior St.	Fall 2007	9-12	9 -12
Hansberry College Prep	8748 S. Aberdeen St.	Fall 2012	9-11	9 -12
ITW David Speer College Prep	2456 N. Mango Ave. *	Fall 2014	9	9-10
Johnson College Prep	6350 S. Stewart Ave.	Fall 2010	9-12	9 -12
Muchin College Prep	1 N. State St.	Fall 2009	9-12	9 -12
Noble Street College Prep	1010 N. Noble St.	Fall 1999	9-12	9 -12
Pritzker College Prep	4131 W. Cortland St.	Fall 2006	9-12	9 -12
Rauner College Prep	1337 W. Ohio St.	Fall 2006	9-12	9 -12
Rowe-Clark Math & Science Academy	3645 W. Chicago Ave.	Fall 2007	9-12	9 -12
The Noble Academy	17 N. State St. *	Fall 2014	9	9-10
UIC College Prep	1231 S. Damen Ave.	Fall 2008	9-12	9 -12

Application Process:

*Temporary Location

1. Families should completely fill out the application and mail or bring the application to the school as soon as it is complete, but no later than the **deadline of 4:30 p.m. on Friday December 19, 2014.**
2. Please note that there are **16 possible Noble campuses** to which you can apply. If you are interested in applying to more than one of the Noble campuses, please fill out an application for each campus you wish to apply to.
3. If needed, the random lotteries for admission will all be held at 9 a.m. on Saturday, February 7, 2015 at each campus. Families are welcome to attend the lottery; attendance is optional and will not affect the outcome. In order for the application to be part of any of the random lotteries, the completed application must be received by the deadline above. *Siblings of students who are currently enrolled at a Noble campus must also meet the December 19th deadline to be assured enrollment at the campus which their sibling is currently enrolled. If the sibling applicant is interested in enrolling at any of the other campuses, an application must be submitted for that specific campus in order to be part of their random lottery. Any student whose application is received after the deadline may be put on the waiting list.

***NOTE:** Applicant must reside with his/her legal guardian in the city of Chicago and graduate from 8th grade in order to enroll at one of the Noble campuses; proof of residency will be requested.

BE NOBLE.





NOBLE

Office of Enrollment 1010 N. Noble St. Ph: 773.278.6895

Code of Conduct and Dress Code

The following are 14 non-negotiable expected behaviors:

1. Attend school and each class every day except for sickness or family emergency.
2. Arrive to school and class on time each day with all required materials.
3. Follow the dress code each day.
4. Refrain from using iPods, cell phones, or other electronic devices at school.
5. Refrain from vandalizing any wall, desk, or other part of the school building.
6. Refrain from chewing gum anywhere and from eating outside of the lunchroom.
7. Follow classroom rules.
8. Do homework nightly. Homework time averages to 2-3 hours every night.
9. Do your own work on tests, quizzes, and homework.
10. Speak softly in the hallways and classrooms.
11. Refrain from foul language at all times.
12. Refrain from fighting, any unwanted physical contact, and negative verbal contact.
13. Show respect to adults who work at the school and to all visitors.
14. Accept responsibility for your positive or negative behavior.

NOBLE CAMPUSES DRESS CODE

Dress code: The dress code is strictly enforced. Warnings are not issued. Students not in the school uniform may be put in silent study hall for the day or until they can get in proper dress code. The dress code is in effect anytime students are in the school building. During summer school, at school events and sporting events outside of the school building or on dress down days, it may not be required to wear the school uniform, however; the rest of the dress code still applies.

1. Shirts and outerwear

- a. Students must wear unaltered school shirts each day.
- b. Students may not wear anything underneath their school shirts except one white short-sleeve T-shirt and nothing over them except school sweatshirts with the school seal. T-shirt sleeves may not be visible at any time. Sweatshirts may only be worn over the top of the school shirt, and the collar of the school shirt must be completely visible.
- c. Coats, non-school sweatshirts, or any other outerwear are not permitted to be worn in school or taken anywhere in the building at any time and must be left in the locker all day.
- d. Shirts must always be tucked in whenever students are on school grounds.

2. Pants/skirts

- a. Boys must wear dress pants. Girls must wear dress pants or skirts. Capri pants, spandex material, and corduroys are not permitted.
- b. All pants and skirts must be light-khaki in color.
- c. No pockets, loops or straps on pants or skirts can be below the hip level. Rubber bands are not permitted around pants.
- d. Pants must not be too baggy or too tight nor torn or frayed. Pants must be worn at waist level. Other clothing must not be visible under pants.
- e. Skirts must be knee length or longer and no slit may come too high. Skorts are not allowed.

3. Shoes

- a. Black **dress** shoes are required. Shoelaces and all parts of the shoe must be black. Timberlands, boots or gym shoes are not permitted.
- b. Girls' dress shoes are acceptable only if they cover more than half of the foot and don't have more than a 3" heel (as measured from the back).
- c. Boots, flip-flops, stilettos, stacks, platform shoes, gym shoes, and thin sandals are not permitted.
- d. Shoes must be laced up, with tongue inside, and tied securely. Pant legs must be worn over the shoe.

4. Gym Uniforms

- a. Students must wear school gym shirts. Students may not cut off or alter the gym shirts in any way.
- b. Students may be allowed to wear their own gym shorts or sweatpants. If so, no short-shorts, jeans, jean shorts, cut offs, Lycra, pajamas or Spandex are permitted.
- c. Students must wear gym shoes.
- d. Students must change in their assigned locker room.

5. Belts

- a. Solid black belts must be worn at all times. Belts may not hang down. Pants must be purchased that allow for belts.

6. Jewelry and make-up

- a. Boys may not wear any earrings and girls may wear earrings only in ears.
- b. Visible body piercings or tongue piercings or bandages covering piercings are **not** permitted.
- c. All necklaces must be tucked inside the shirt.
- d. No heavy make-up is permitted. Make up, perfume, lotion or any other cosmetics are never to be applied anywhere but bathrooms.
- e. Wristbands, and multiple or distracting wrist wear are prohibited.

7. Head Coverings

- a. No hats or other head coverings are permitted, including scarves, hairnets, athletic sweatbands, and bandanas anywhere inside a building at any time, except where mandated by legitimate religious requirements.

8. Hair

- a. Hair can be colored or highlighted only in a natural human hair color.
- b. No designs of any kind are permitted to be in the hair or on the face. Mohawks, Faux-Hawks, or any distracting or unprofessional hair styles are prohibited.

9. Tattoos

- a. No visible (permanent or non-permanent) tattoos or body markings of any kind are permitted.

10. Distracting Clothing

- a. No clothing or jewelry that is determined by any teacher or staff member to distract from the learning process is permitted.



February 13, 2015

Dear Parent/Guardian:

Congratulations! Attached are the results for the Noble campuses' admissions process for the 2015-2016 school year's 9th grade class. **This is the first step on your child's journey to college!**

Your child's specific status is listed on the attached Reply form. Status will be indicated next to each campus name. Below is an example of how to read the status:

NOBLE CAMPUS	STATUS	MEANING OF STATUS
<i>Campus Name</i>	ACCEPTED	Your child has been ACCEPTED. You must return the Reply form to enroll your student at this campus. If the form is not received by the deadline, student risks losing his/her enrollment offer. Note: There may have been additional campus options offered to your student even if an application was not submitted for that particular campus.
<i>Campus Name</i>	WL # ____	Your child applied to a campus that had a lottery (Muchin/Noble/UIC)- the number listed is their number on the waitlist for that particular campus. If you would like to keep this number on the wait list, you must respond in the "choose to remain on the waitlist" section by listing the campus name.
<i>Campus Name</i>	n/a	Your child did not apply to this campus, his/her application was incomplete or it was received <u>after</u> the deadline.

NEXT STEPS:

- If you would like to **ENROLL** your student as an Incoming freshman for the 2015-16 school year, complete and submit the attached Reply form. Please select **only one** campus from the campuses that your child was **ACCEPTED** to.
 - If your student was waitlisted for a campus, you may choose to enroll at a campus and also remain on the waitlist; however you must make a note of this on the form. You will have until *June 1st* to decide whether you want to keep your student enrolled or only remain on the waitlist. If we do not hear from you by this date, your child will be removed from the waitlist and remain enrolled at the campus you selected.
- If you **do not** want to enroll at a campus, but would like to keep your number on the waitlist: please indicate this on the attached Reply Form by writing the name of the campus you are on the list for in the space provided. In order to remain on the waitlist, you must also submit the form by the deadline.

DEADLINE: Complete the attached **Reply Form** and return it as soon as possible, but no later than **Friday March 6, 2015**.

The completed form can be returned to us by:

- **Fax:** (773) 632-2033
- **Email:** enrollment@noblenetwork.org
- **Personally Dropped off to:**
 - a Noble campus OR
 - the Office of Enrollment
1010 N. Noble St.
Chicago, IL 60642
- **Mail:** addressed to the Office of Enrollment – 1010 N. Noble St. Chicago, IL 60642.
If the form will be mailed, we strongly encourage you to contact us before the deadline to confirm that it was received.
We are not responsible for mailed in forms received after the deadline.

Extensions on the deadline can be requested by calling 773-278-6895 before March 6th.

WHAT HAPPENS AFTER I SUBMIT MY FORM?

- Notify your child's 8th grade counselor of your acceptance and intent to enroll at the selected campus. We recommend that you make a copy of the completed form and give this to your student's 8th grade counselor after submitting a copy to us.
- You should expect to receive a Welcome Packet in April from the campus your student is enrolling at. This will include information on the next steps, orientation and other forms you will need to complete for enrollment.

Additionally, in order to retain your spot at our campuses, your child must graduate from 8th grade and complete the enrollment process at our school. Applicant must reside with his/her legal guardian in the city of Chicago in order to enroll at one of the Noble campuses; proof of residency will be requested.



13 de febrero del 2014

Estimado Padre/Guardián,

¡Felicidades! Adjunto están los resultados del proceso de admisión de las escuelas Noble para su hijo/a.
¡Este es el primer paso en la trayectoria de su estudiante hacia la universidad!

Todos los resultados de su estudiante están en la Forma de Contestación adjunto. El estatus esta indicado al lado del nombre del campus en la forma. Vea la imagen abajo para explicación de los resultados.

NOBLE CAMPUS	STATUS	SIGNIFICADO DEL ESTATUS
Nombre del Campus	ACCEPTED	Su estudiante ha sido ACEPTADO. Ud. debe entregar la forma de contestación para aceptar su espacio y inscribir a su estudiante. Si no regresa la forma antes de la fecha límite podría perder su lugar de admisión. Nota: Se les ofreció inscripción a campus adicionales aunque su estudiante no haya entregado una aplicación para estas escuelas.
Nombre del Campus	WL # ____	Su estudiante aplico para un campus que tuvo lotería (Muchin/Noble/UIC)- el numero incluido en el estatus es el número de su hijo/a en la lista de espera para ese campus en particular. Si usted quiere que su estudiante siga en la lista de espera, también tiene que entregar la forma para indicar esto.
Nombre del Campus	n/a	Su estudiante no entrego aplicación para esta escuela, la aplicación estaba incompleta o fue recibida después de la fecha límite.

PROXIMOS PASOS:

- **Si desea INSCRIBIR a su estudiante:** Favor de seleccionar solamente un campus de los que hayan sido *aceptado* y al cual quieran inscribirse. Si su hijo/a salió en lista de espera puede inscribirlo a uno de los campus que lo acepto y también retener su numero de la lista de espera, favor de hacer su selección en la forma. Tendrá hasta el 1 de junio para comunicarse con nosotros si quiere que su estudiante solo quede en la lista de espera, de otra manera será removido de la lista de espera y quedara inscrito al campus que selecciono.
- **Si no quiere inscribir a su estudiante y SOLO quiere retener su lugar en la lista de espera:** por favor marque esto en la forma adjunto en la sección "I choose to remain on the waitlist for...". Para mantener su espacio en la lista de espera, también tiene que entregar la forma antes de la fecha indicada.

FECHA LIMITE: Complete la **Forma de Contestación** lo más pronto posible o antes del **6 de marzo del 2015.**

o Una vez que haya hecho su selección regrese la forma por:

▪ **Fax** (773) 632-2033 • **Correo electrónico:** enrollment@noblenetwork.org

▪ **Entréguela personalmente a:**

- Un campus de la escuela Noble
- Oficina de Inscripciones - 1010 N. Noble St. Chicago, IL 60642

▪ **Por Correo:** Dirigida a la Oficina de Inscripciones - 1010 N. Noble St. Chicago, IL 60642.

Nota: si va a enviar por correo su Forma de Contestación, asegúrese de comunicarse con nosotros para confirmar que recibimos su forma. No somos responsables por formas recibidas después de la fecha límite.

- **Extensión a la fecha limite:** Puede obtener una extensión para la fecha límite pero es necesario que se comunique al (773) 278-6895 antes del 6 de marzo del 2015.

QUE PASA DESPUES DE QUE ENTREGUE MI FORMA?

- Notifique al consejero de 8^{vo} grado de su intención de inscribir a su estudiante a la escuela elegida. Le recomendamos que haga una copia de la Forma de Contestación y entregue la copia al consejero/a después de haber presentado la forma a nosotros.
- Una vez que haya entregado su Forma de Contestación a nuestra oficina, usted recibirá una carta de Bienvenida en abril. Esta va ser enviada directamente del campus que usted eligió para inscribir a su estudiante. La carta incluirá información sobre los pasos a seguir, la orientación y otras formas que se deben llenar para la inscripción de su hijo/a.

Adicionalmente, para poder retener su lugar para asistir a nuestra escuela, su hijo/a tiene que cumplir con todos los requisitos de las escuelas públicas de Chicago para graduarse de octavo grado y ser promovido a noveno grado. Estudiantes deben completar el proceso de inscripción con nosotros (entregar formas, asistir a orientación y responder antes de los plazos). El estudiante debe vivir con su guardián legal en la ciudad de Chicago para poder ser inscrito en un campus de la escuela NOBLE; prueba de residencia será solicitada.



Please read the attached letter for more details on deadline and next steps. Complete or correct the information on this form and return it no later than **Friday March 6th**. Please visit the Noble website (www.noblenetwork.org), contact the campus directly or refer to the campus comparison chart provided for additional information on the campuses.

Por favor lea la carta adjunto para más detalles sobre los próximos pasos y la fecha límite. Complete y/o corrija la información si es necesario. Esta forma debe ser devuelto a más tardar el **viernes 6 de marzo**.

STUDENT'S NAME:	FIRST «first_name» «middle_name»	LAST «last_name»	MIDDLE	DATE OF BIRTH	/	/							
STUDENT CURRENT SCHOOL:	«gradeschool»			CPS ID #	<table border="1"> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>								
HOME ADDRESS:	«street» «apt»			CITY	STATE	ZIPCODE							
				«city»	«state»	«zip»							
PARENT /GUARDIAN'S NAME:	«mother»			PHONE #:	() - - - -								

NOBLE CAMPUS	STATUS
BAKER COLLEGE PREP	«Baker_Status»
BUTLER COLLEGE PREP	«Butler_Status»
CHICAGO BULLS COLLEGE PREP	«Bulls_Status»
GARY COMER COLLEGE PREP	«Comer_Status»
DRW COLLEGE PREP	«DRW_Status»
GOLDER COLLEGE PREP	«Golder_Status»
HANSBERRY COLLEGE PREP	«Hansberry_Status»
ITW DAVID SPEER ACADEMY	«ITW_Status»

NOBLE CAMPUS	STATUS
JOHNSON COLLEGE PREP	«Johnson_Status»
MUCHIN COLLEGE PREP	«Muchin_Status» «Muchin_Reply»
NOBLE STREET COLLEGE PREP	«Noble_Status» «Noble_Reply»
PRITZKER COLLEGE PREP	«Pritzker_Status»
NOBLE ACADEMY	«NOBLE_ACAD_STATUS»
RAUNER COLLEGE PREP	«Rauner_Status»
ROWE CLARK MATH & SCIENCE ACADEMY	«RoweClark_Status»
UIC COLLEGE PREP LSV CAMPUS	«UIC_Status» «UIC_Reply»

I choose to accept the offer and **ENROLL** my student at: _____.

If you would like to enroll your student at a campus he/she was ACCEPTED at, please write in the name of the campus in the space provided. If your student was accepted into multiple campuses you may choose only ONE. Student may NOT accept admission at more than one school.

I choose to remain on the waiting list for: _____

Note: If you decide to enroll in a campus, you may also choose to remain on a waitlist. However, if you choose to enroll at a campus, you will only be allowed to remain on the waitlist for other campuses until *June 1, 2015*.

We agree to support the mission of Noble which is to prepare students to succeed in college. We understand that this mission requires at least two hours of homework each night from students and strict rules.

We understand that the student's enrollment is contingent on eight grade graduation and submission of proof of residency. Applicant must reside with his/her legal guardian in the city of Chicago in order to enroll at one of the Noble campuses; proof of residency will be requested.

At least 1 parent/guardian must sign.

Parent/guardian's signature: _____

Student's signature: _____

NOTE: This form must be received by **Friday March 6, 2015** or an extension must be requested; otherwise the student may lose their enrollment spot at their desired campus.

Please return by fax, email, in-person, or mail to:
Office of Enrollment
1010 N. Noble St. **OR** **Fax:** (773)632-2033
Chicago, IL 60642



APPLICATION FOR INCOMING FRESHMEN ADMISSION – 2015-2016 SCHOOL YEAR
BAKER COLLEGE PREP, A NOBLE CAMPUS – HIGH SCHOOL CLASS OF 2019

Noble campuses are tuition free and are open to all students regardless of race, ethnicity, gender, socioeconomic status or disability. Please read these instructions prior to completing the application.

INSTRUCTIONS FOR COMPLETING THE APPLICATION

1. There are **3 sections** to this application. All 3 should be completed.
2. You must use blue or black INK and CAPITAL LETTERS as our scanner only reads these. Please **do not** photocopy, use any type of corrector liquid, staple or allow letters or numbers to touch the lines of the squares.
3. Please handwrite the essay in the space provided. No responses will be graded and the applications will not be ranked in any way, nor will it be rejected for being incomplete.
4. Only complete and original applications will be entered in the lottery. **Copies of this application will not be accepted.**
5. If your student is currently enrolled in a Chicago Public School, please enter his/her Student ID number on the application. The student ID number can be found on your child's report card or can be obtained by contacting your child's school. If your child is not currently enrolled in a Chicago public school, leave this section blank.
6. There are **16 possible NOBLE school campuses** to which you can apply. If you are interested in applying to a campus besides Baker College Prep, please submit an application for that specific campus.
7. **You must contact the school office in the event of a change of address or phone number. Failure to do so will jeopardize your student's chance for enrollment.**
8. Applicant must reside with his/her legal guardian in the city of Chicago and graduate from 8th grade in order to enroll at a NOBLE campus; proof of residency will be requested.

APPLICATION DEADLINE

- 1 This application must be **complete and submitted to the Baker College Prep main office by 4:30 p.m. on Friday, December 19, 2014**, in order for the student to be part of the random lottery on February 07, 2015.
- 2 Siblings of a current student from a campus of NOBLE must also meet this deadline to assure enrollment at the campus at which the sibling is currently enrolled. Siblings whose applications are received after the deadline will be put at the end of the waitlist.
- 3 **Return** the completed application in person or by mail to:

Baker College Prep
 Ariele Scodro
 2710 E. 89th St.
 Chicago, IL 60617

- 4 If you want to be sure the application was received, please call 773.535.6460.

NOTIFICATIONS

The legal guardian will receive 1 letter from our central office with the admission results from Baker College Prep and other NOBLE campuses. Letters will be mailed the week of February 16th. If you do not receive your notification letter by February 23, 2015, please contact our central office at (773) 278-6895 or email enrollment@noblenetwork.org. This letter must be returned to secure a student's enrollment/waitlist position.

CHECK LIST:

Please check the following to ensure your application has been completed correctly; otherwise it may be returned for being incomplete.

- All address fields have been completed (address- including apt, unit or floor number, if applicable, and zip code).
- If the applicant is a CPS student, please list the 8-digit student number.
- Student questions about discipline and academic policy are answered.
- Application is legible and submitted on or before 4:30pm on Friday, December 19, 2014.

APLICACIÓN PARA ADMISION A ESTUDIANTES DE NOVENO GRADO – AÑO ESCOLAR 2015-2016 BAKER COLLEGE PREP, A NOBLE CAMPUS – SECUNDARIA CLASE DEL 2019

Las escuelas Noble son escuelas gratuitas y están abiertas a todos los estudiantes de la ciudad de Chicago sin importar su raza, etnia, religión, genero, discapacidad, y estatus socioeconómico. Favor de leer estas instrucciones antes de completar la aplicación.

INSTRUCCIONES PARA COMPLETAR LA APLICACIÓN

1. La aplicación tiene 3 secciones. **Las 3 secciones deben estar completas.**
2. Solamente use pluma color azul o negro, LETRAS EN MAYÚSCULA, ya que el escáner solo lee estos. No haga copia fotostática, use líquido corrector, engrape o permita que las letras o números toquen las líneas de los cuadros en la aplicación.
3. La redacción debe ser escrita a mano en el espacio proveído. Las respuestas no serán calificadas de ninguna manera, ni se rechazara la aplicación por ser incompleta.
4. Solamente las aplicaciones que sean originales y estén completas serán parte de la lotería. **Copias fotostáticas de esta aplicación no serán aceptadas.**
5. Si su hijo/hija actualmente está inscrito en una escuela pública de Chicago, por favor ponga el número de identificación en la aplicación. El número de identificación puede ser localizado en una boleta de calificaciones de su estudiante, o lo puede obtener al comunicarse con la escuela de su hijo/a. Si su estudiante no está inscrito a una escuela pública de Chicago, favor de dejar esta sección en blanco.
6. Hay 16 campus de la escuela NOBLE a los que puede aplicar. Si están interesados en aplicar a otro campus aparte de Baker College Prep, por favor sometan la aplicación específica para ese campus.
7. **Deben comunicarse con nuestra oficina si hay un cambio de dirección o teléfono. De lo contrario, podría poner en peligro la posibilidad de que su estudiante pueda ser inscrito.**
8. El estudiante debe vivir con su guardián legal en la ciudad de Chicago y graduarse de 8^{vo} grado para poder ser inscrito en un campus de la escuela NOBLE; prueba de residencia será solicitada.

FECHA LÍMITE

1. Esta aplicación debe estar completa y ser entregada a la oficina principal de **Baker College Prep antes de las 4:30 p.m., el viernes 19 de diciembre del 2014** para que sea parte de la lotería el 7 de febrero del 2015.
2. Hermanos de un estudiante actual de un campus de la escuela NOBLE también deben cumplir con este plazo para asegurar su inscripción al campus en el cual su hermano/a esta inscrito. Hermanos cuyas aplicaciones sean recibidas después de la fecha límite serán puestos al final de la lista de espera.
3. **Devuelva la solicitud completa en persona o por correo a:**

Baker College Prep
Ariele Scodro
2710 E. 89th St.
Chicago, IL 60617

4. Si quiere asegurarse que la aplicación fue recibida, puede llamar al 773.535.6460.

NOTIFICACIONES

El guardián legal recibirá una carta de la oficina central con los resultados de admisión para Baker College Prep y los demás campus de la escuela NOBLE. Cartas de notificación serán enviadas la semana del 16 de febrero del 2015. Si no reciben su notificación para el 23 de febrero, por favor comuníquense a nuestra oficina central al (773) 278-6895 o manden un correo electrónico a enrollment@noblenetwork.org. **Esta carta se tiene que devolver para asegurar el espacio en una escuela o lista de espera.**

LISTA DE VERIFICACION: Por favor revise las siguientes acciones para asegurarse que su aplicación se ha completado correctamente

- Su domicilio está completo (dirección incluye número de apartamento, piso o unidad si esto aplica, y el código postal).
- Si su hijo/a tiene número de identificación de CPS, anótelo. Si no tiene este número, por favor deje en blanco.
- Preguntas para el estudiante sobre la póliza académica y de disciplina han sido contestadas.
- La aplicación sea legible y entregada no más tarde de las 4:30pm el 19 de diciembre del 2014.

Noble is tuition free, non-selective and open to all students regardless of race, ethnicity, gender, socioeconomic status, or disability. Please read application instructions prior to completing the application. You must use blue or black ink and CAPITAL LETTERS as our scanner only reads those. Do not photocopy, staple or allow letters or numbers to touch the lines of the squares.

Application Deadline: December 19, 2014 – 4:30pm

SECTION 1 (Student): Please make sure ALL questions are answered.

Last Name	First Name	Middle Initial	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Home Address (Number and street, include apt., unit or floor number - P.O. Boxes are <u>not</u> accepted)			
<input type="text"/>			
City	State	ZIP code	Home Phone
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> - <input type="text"/> - <input type="text"/>
Date of Birth	Gender	CPS Student ID	
MM DD YYYY	<input type="checkbox"/> Male <input type="checkbox"/> Female	(if non-CPS, leave blank)	<input type="text"/>
<input type="text"/>		Current Elementary School	<input type="text"/>

How did you hear about us? <i>(Select any that apply)</i>	<input type="checkbox"/> CTA Ad <i>(Bus or Train)</i>	<input type="checkbox"/> Radio Ad	<input type="checkbox"/> Mailer <i>(Postcard)</i>	<input type="checkbox"/> Noble Website	<input type="checkbox"/> Community Organization	<input type="checkbox"/> Alumni
	<input type="checkbox"/> School Visit or Fair	<input type="checkbox"/> Newspaper Ad	<input type="checkbox"/> Email	<input type="checkbox"/> Noble Event	<input type="checkbox"/> Noble Family	<input type="checkbox"/> Other: _____

Do you have a brother or sister currently enrolled at **Baker College Prep**? Yes No

If yes, please list their name and grade level below.

Brother/ Sister's name: _____ Grade: _____

Brother/ Sister's name: _____ Grade: _____

SECTION 2 (Parent/Guardian): Leave blank any questions that do not apply.

Parent/Guardian 1: First Name	Parent/Guardian 1: Last Name
<input type="text"/>	<input type="text"/>
Cell	Work
<input type="text"/>	<input type="text"/>
Parent/Guardian 2: First Name	Parent/Guardian 2: Last Name
<input type="text"/>	<input type="text"/>
Cell	Work
<input type="text"/>	<input type="text"/>
Parent's email address CAPITAL letters only. Write 1 , letter I , letter L , letter O or number Ø .	
<input type="text"/>	

I certify that the information contained in this application is correct to the best of my knowledge.

Parent/Legal Guardian Signature: _____ Date: _____



Adopted December 14, 2009

BY-LAWS

OF

NOBLE NETWORK OF CHARTER SCHOOLS

ARTICLE I

NAME

The name of the Corporation shall be Noble Network of Charter Schools.

ARTICLE II

PURPOSES

Section 1. Not For Profit. The Corporation is organized under and shall operate as an Illinois Not For Profit Corporation, and shall have such *powers* as are now or as may hereafter be granted by the Illinois General Not For Profit Corporation Act of 1986.

Section 2. Purposes. The purposes of the Corporation are educational and charitable within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including but not limited to the establishment and operation of one or more charter school campuses in the City of Chicago pursuant to the Illinois Charter Schools Law, 105 ILCS 5/27A-1 et seq. Consistent with the foregoing purposes and subject to all other limitations, restrictions, and prohibitions set forth in its Articles of Incorporation, the Corporation shall have the powers in furtherance of its corporate purpose specified in the Illinois Charter Schools Law, to do all and every thing necessary, suitable and proper for the accomplishment of the purposes of attainment of the objects hereinabove set forth either alone or in association with other individuals, corporations or partnerships, including federal, state county and municipal bodies and authorities, and, in general, to do and perform such acts and transact such business in connection with the foregoing objects not inconsistent with the law.

Section 3. Rules. The following rules shall conclusively bind the Corporation and all persons acting for or on behalf of it:

a. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

b. Upon the dissolution of the Corporation the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any assets not so disposed of shall be disposed of by the Circuit Court of Cook County, Illinois exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

c. The Corporation shall not adopt any practice, policy or procedure or take any action which would result in discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special educational services.

ARTICLE III

REGISTERED OFFICE, AGENT AND SEAL

Section 1. Registered Office and Agent. The Corporation shall have and continuously maintain in the State of Illinois a registered office and a registered agent whose office shall be identical with such registered office, and may have such

other offices within or without the State of Illinois and such other registered agents as the Board of Directors may from time to time determine.

Section 2. Seal. The Board of Directors shall provide a corporate seal which shall be in the form of a circle and shall have inscribed thereon the name of the Corporation and the words "Corporate Seal, Illinois."

ARTICLE IV

MEMBERS

Section 1. Classes of Members. The Corporation shall have no members.

ARTICLE V

BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the Corporation shall be managed by the Board of Directors.

Section 2. Number, Tenure and Qualifications. The number of Directors shall be no less than five (5) and no more than twenty-five (25), as established by resolution of the Board of Directors. Each director shall hold office for a term expiring at the next regular annual meeting of the Board of Directors of the Corporation following his or her selection. Directors need not be citizens or residents of the State of Illinois. Directors shall be selected on the basis of their expertise, experience and willingness and ability to contribute to the success of the Corporation.

Section 3. Selection. Directors shall be elected annually in accordance with the criteria set forth in Section 2 hereof. Directors shall be elected by the Board of Directors of the Corporation at its regular annual meeting. However, the board may choose to elect a director at other times during the year.

Section 4. Regular Meetings. A regular annual meeting of the Board of Directors shall be held without other notice than this By-Law on the second Monday of each December. Other regular meetings of the Board of Directors shall also ordinarily be held on such dates and at such time and place as the Board of Directors may provide by resolution, either within or without the State of Illinois, without other notice than such resolution.

Section 5. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chairman or any two Directors. The person or persons authorized to call special meetings of the board may fix any place, either within or without the State of Illinois, as the place for holding any special meeting of the Board of Directors called by them.

Section 6. Notice. Notice of any special meeting of the Board of Directors shall be given at least two days prior thereto by written notice delivered to each Director. Any such notice may be delivered personally, by mail or by electronic means. If delivered by mail, such notice shall be deemed delivered when deposited in the United States mail in a sealed envelope addressed to the Director at his or her address as it appears on the records of the Corporation, with postage thereon prepaid. If delivered by electronic means, such notice shall be deemed delivered when transmitted to the electronic address as it appears on the records of the Corporation. "Electronic address," as used in these By-Laws, shall include a facsimile telephone number, an electronic mail address or any other indicia by means of which notices and other information may be delivered. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these By-Laws. In addition to the notice requirement provided herein, public notice of regular and special meetings shall be given in accordance with the requirements of the Illinois Open Meetings Act, 5 ILCS 120/1 et seq.

Section 7. Quorum. Forty per cent (40%) of the elected and acting members of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors; provided, however, if a quorum of the Board of Directors is not present at a meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

Section 8. Manner of Acting. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors except where otherwise provided by law or by these By-Laws.

Section 9. Participation by Electronic Or Other Means. Members of the Board of Directors may participate in and act at any meeting of the Board of Directors through the use of a conference telephone, computer or other communications equipment by means of which all persons participating in the meeting can communicate with each other. Participation in such a meeting shall constitute attendance and presence in person at the meeting of the person or persons so participating.

Section 10. Informal Action by Board of Directors. Any action required to be taken at a meeting of the Board of Directors, or any action which may be taken at

a meeting of the Executive Committee, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the members entitled to vote with respect to the subject matter thereof.

Section 11. Compensation. Board of Directors members as such shall not receive any salaries for their services; provided, that nothing herein contained shall be construed to preclude any director serving the Corporation in any other capacity and receiving compensation therefore.

Section 12. Conflicts of Interest. No member of the Board of Directors shall vote on any matter or transaction concerning or with any individual, entity or matter with which such Director has, or within the twelve-month period preceding the vote had, any substantial ownership, employment, fiduciary, contractual or creditor relationship (any such matter or transaction is hereinafter referred to as a "Conflict"). Each Director shall disclose in writing or otherwise make of record all Conflicts to the Board of Directors prior to the discussion of the underlying matter or transaction by the Board of Directors and shall draw to the attention of the Board of Directors such Conflict at any subsequent meetings at which such matter or transaction is discussed. Following such disclosure, a Director shall be entitled to take part in the discussions of the Board of Directors concerning such matter or transaction and shall be considered in determining whether a quorum is present, but shall not be entitled to vote on the applicable matter or transaction. The question of whether a Conflict exists shall, in the absence of certainty, be determined by the vote of a majority of disinterested directors present at the meeting called for the purpose of discussing the transaction or matter to which the Conflict relates.

Section 13. Open Meetings All regular and special meetings of the Board of Directors shall be open to the public in conformity with the requirements of the Illinois Open Meetings Act, 5 ILCS 120/1 et seq. Exceptions to this requirement shall be limited to those matters set out in the Illinois Open Meetings Act.

ARTICLE VI

OFFICERS

Section 1. Officers. The officers of the Corporation shall be a Chairman of the Board, one or more Vice Chairman, Chief Executive Officer ("CEO"), all of whom will be voting members of the board of directors, and, a Chief Financial Officer ("CFO"), a Chief Operating Officer ("COO"), a Treasurer, a Secretary of the Board, , all of whom may be staff positions, and any of the staff officer positions may be vacant from time to time, and such other officers as may be elected in accordance with the provisions of this article. The Board of Directors may elect or appoint such other officers, including one or more Vice Presidents, one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority and perform

the duties prescribed, from time to time, by the Board of Directors. Any two or more offices may be held by the same person, except the office of Chairman of the Board. which cannot be combined with any other office.

Section 2. Election and Term of Office. The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as is practicable.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. Chairman. The Chairman shall preside at all meetings of the Board of Directors. He or she may sign, with the Vice Chairman, CEO, Secretary or any other proper officer of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors have authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws or by statute to some other officer or agent of the Corporation. In general, the Chairman shall perform all duties incident to the office of Chairman and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. Vice Chairman. In the absence of the Chairman or in the event of his or her inability or refusal to act, the Vice Chairman shall perform the duties of the Chairman, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairman. The Vice Chairman shall perform such other duties as from time to time may be assigned to him or her by the Chairman, or by the Board of Directors.

Section 7. The CEO (CEO) shall be the principal executive officer of the Corporation and shall generally supervise and control all of the business and affairs of the Corporation. He or she may sign, with the Chairman, Vice Chairman, Secretary or any other proper officer of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors have authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws or by statute to some other officer or agent of the Corporation. In general, the CEO shall perform all duties incident to the office of CEO and such other duties as may be prescribed by the Chairman or by the Board of Directors from time to time. The Board of

Directors shall have the sole and exclusive right to appoint and discharge the CEO, from time to time. The terms of the CEO's employment shall be determined by Board of Directors in the exercise of its sole discretion.

Section 8. COO. The COO shall be the principal operating officer of the Corporation and shall, under the direction and supervision of the CEO, act as manager of the operational activities of the Corporation. The COO shall perform such other duties as, from time to time, may be assigned to him or her by the CEO or the Board of Directors.

Section 9. CFO. The CFO shall be the principal financial officer of the Corporation and shall, under the direction and supervision of the CEO, act as manager of the financial activities of the Corporation. The CFO shall perform such other duties as, from time to time, may be assigned to him or her by the CEO or the Board of Directors.

Section 10. Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine. He or she shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article VIII of these By-Laws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Chairman, Vice Chairman, CEO or by the Board of Directors.

Section 11. Secretary. The Secretary shall be custodian of the corporate records of and the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under seal is duly authorized in accordance with the provisions of these By-Laws; shall direct and supervise the Clerk in the performance of his or her duties; and shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Chairman, Vice Chairman or CEO or by the Board of Directors.

Section 12. Clerk. The Clerk of the Board shall, under the direction and supervision of the Secretary, keep written minutes of meetings of the Board of Directors in accordance with the requirements of the Illinois Open Meetings Act, 5 ILCS 120/1 et seq.; shall otherwise maintain the minute book of the Corporation and ensure that all notices are duly given in accordance with the provisions of these By-Laws or as required by law; and shall be responsible for recording attendance and all votes at meetings of the Board of Directors.

Section 13. Assistant Treasurers and Assistant Secretaries. If required by the Board of Directors, the assistant treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The assistant treasurers and assistant secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chairman or CEO or by the Board of Directors.

ARTICLE VII

COMMITTEES

Section 1. Executive Committee. There shall be an Executive Committee, which shall at all times be comprised of the Chairman (who shall also be the Chairman of the Executive Committee), the Vice Chairman, the CEO, and such other members of the Board of Directors as the Board of Directors may, by resolution, appoint. Except as prohibited by the Illinois General Not for Profit Corporation Act of 1986, or any other applicable law, as is from time to time applicable and except for such matters as are herein reserved for the full Board of Directors, the Executive Committee shall have the power to transact all regular business of the Corporation during the period between the meetings of the Board of Directors, subject to any prior limitation imposed by the Board of Directors. The Executive Committee shall report any action taken by it to the Board of Directors at its succeeding meeting. Meetings of the Executive Committee shall be scheduled by the Chairman and shall ordinarily occur on a monthly basis except in months during which the Board of Directors meets.

Section 2. Standing Committees of the Board of Directors.

a. Audit and Finance Committee The Audit and Finance Committee shall at all times be comprised of members of the Board of Directors or staff as the Board of Directors may, by resolution, appoint. Except as prohibited by the Illinois General Not for Profit Corporation Act of 1986, or any other applicable law, the Audit and Finance Committee shall be authorized to act on behalf of the Board of Directors on all matters delegated, respectively, to it, including review and monitoring of internal accounting and controls of the Corporation; oversight of the Corporation's banking relationships; review and receipt of reports from the independent auditors and review of the audit procedures employed by the independent auditors; review and recommendation to the Board of Directors of the Corporation's budgets; and review of the Corporation's internal financial reports. The Audit and Finance Committee shall each report any action taken by it to the Board of Directors and Executive Committee

b. Real Estate and Facilities Committee. The Real Estate and Facilities Committee shall at all times be comprised of members of the Board of Directors or staff

as the Board of Directors may, by resolution, appoint. Except as prohibited by the Illinois General Not for Profit Corporation Act of 1986, or any other applicable law, the Real Estate and Facilities Committee shall be authorized to act on behalf of the Board of Directors on all matters delegated, respectively, to it, including activities relating to the identification, acquisition, development and maintenance of facilities for use by the Corporation's charter schools. The Real Estate and Facilities Committee shall each report any action taken by it to the Board of Directors and Executive Committee

Section 3. Other Committees of the Board of Directors. The Board of Directors, by resolution adopted by a majority of the members in office, may designate one or more other committees, each of which shall consist of two or more members of the Board of Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in management of the Corporation; but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual member of the Board of Directors, of any responsibility imposed upon them by law.

Section 4. Other Committees. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated by a resolution adopted by a majority of the members of the Board of Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, members of each such committee shall be members of the Board of Directors of the Corporation, and the Chairman shall appoint the members thereof. Any member thereof may be removed by the Board of Directors whenever in their judgment the best interests of the Corporation shall be served by such removal.

Section 5. Term of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of Directors of the Corporation and until his successor is appointed, unless the Committee shall be sooner terminated, or unless such member shall cease to qualify as a member thereof.

Section 6. Chairman. One member of each committee shall be appointed chairman by the Chairman of the Corporation.

Section 7. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 8. Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 9. Rules. Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the Board of

Directors.

Section 10. Open Meetings All meetings of the Standing Committees and other committees authorized to exercise the authority of the Board of Directors in management of the Corporation shall be open to the public in conformity with the requirements of the Illinois Open Meetings Act, 5 ILCS 120/1 et seq. Exceptions to this requirement shall be limited to those matters set out in the Illinois Open Meetings Act

ARTICLE VIII

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these By-Laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, etc. All checks, drafts or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or an assistant treasurer and countersigned by the Chairman, Vice Chairman, or CEO of the Corporation.

Section 3. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select

Section 4. Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE IX

BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

ARTICLE X

FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in the succeeding year.

ARTICLE XI

WAIVER OF NOTICE

Whenever any notice whatever is required to be given under the provisions of the General Not For Profit Corporation Act of Illinois or under the provisions of the articles of incorporation or the By-Laws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XII

INDEMNIFICATION OF OFFICERS, DIRECTORS, EMPLOYEES, and AGENTS

Section 1. Indemnification of Directors, Officers, etc. The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that such person is or was a director, officer, employee or agent of the Corporation, or was serving at the request of the Corporation, as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees) judgments, fines and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit or proceeding if such person acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment or settlement, conviction or upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he or she reasonably believed to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe that

his or her conduct was unlawful.

Section 2. Indemnification in the Case of Derivative Actions. The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that such person is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses (including attorneys' fees) actually and reasonably incurred by such person in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation and except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his or her duty to the Corporation unless and only to the extent that the court in which such action or suit was brought shall determine upon application that despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnify for such expenses which the court shall deem proper.

Section 3. Indemnification Against Expenses. To the extent that a Director, officer, employee or agent of the Corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Sections 1 and 2, or in defense of any claim, issue or matter therein, such person shall be indemnified against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection therewith.

Section 4. Determination by Board of Directors. Any indemnification under Sections 1 and 2 (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the Director, officer, employee or agent is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Sections 1 and 2. Such determination shall be made (a) by the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to such action, suit or proceeding, or (b) if such a quorum is not obtainable, or, even if obtainable, a quorum of disinterested Directors so directs, by independent legal counsel in a written opinion, or (c) by the Voting Members.

Section 5. No Waiver of Other Rights. The indemnification provided by this article shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any contract, agreement, vote of disinterested Directors or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 6. Insurance. The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against such person and incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this article.

ARTICLE XIII

AMENDMENTS TO BY-LAWS

These By-Laws may be altered, amended or repealed and new By-Laws may be adopted by a majority of the directors present at any regular meeting or at any special meeting, provided that at least two days' notice is given of the intention to alter, amend or repeal or to adopt new By-Laws at such meeting.

Internal Revenue Service

Date: November 1, 2005

NOBLE NETWORK OF CHARTER SCHOOLS
% DANIEL W VITTUM JR
1010 N NOBLE
CHICAGO IL 60622-4011

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:

Michelle Jones

ID# 31-07675

Toll Free Telephone Number:

877-829-5500

Federal Identification Number:

36-4241970

Dear Sir or Madam:

This is in response to the amendment to your organizations Articles of Incorporation filed with the state on April 15, 2005. We have updated our records to reflect the name and address change as indicated above.

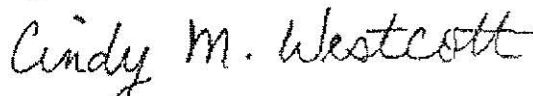
In March 1999 we issued a determination letter that recognized you as exempt from federal income tax. Our records indicate that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that you are also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to you are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Cindy Westcott
Manager, EO Determinations



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Chicago, IL 60602
p: 773.278.6895
f: 312.348.1899

Tentative Board meeting dates for School Year 2014-15 (all at 525 W. Monroe)

- September 8, 2014 - 12:00 Noon / Katten Muchin Rosenman LLP
525 W. Monroe St. Chicago, IL 60661
- December 8, 2014 - 12:00 Noon / Katten Muchin Rosenman LLP
525 W. Monroe St. Chicago, IL 60661
- March 9, 2015 - 12:00 Noon / Katten Muchin Rosenman LLP
525 W. Monroe St. Chicago, IL 60661
- June 1, 2015 - 12:00 Noon / Katten Muchin Rosenman LLP
525 W. Monroe St. Chicago, IL 60661



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Conflict of Interest Policy

INTRODUCTION

NOBLE NETWORK OR CHARTER SCHOOLS (“NNCS”) is a nonprofit corporation led by its Board of Directors. In the course of its activities, situations may arise in which an NNCS decision-maker has a conflict of interest, or in which the process of making a decision may create an appearance of a conflict or interest.

All Officers, Directors and Employees of NNCS have an obligation to:

1. Avoid conflicts of interest or the appearance of conflicts, between their personal interests and those of NNCS in dealing with outside entities or individuals.
2. Disclose real and apparent conflicts of interest to the Board of Directors or its designee.
3. Refrain from participation in any decisions on matters that involve a real conflict of interest or the appearance of conflict.

WHAT CONSTITUTES A CONFLICT OF INTEREST

A conflict of interest arises when an Officer, Director or Employee involved in making a decision is in the position to benefit, directly or indirectly, from his or her dealings with NNCS or person conducting business with the NNCS.

Examples of conflicts of interest include, but are not limited to, situations in which an Officer, Director or Employee of NNCS:

- Negotiates or approves a contract, purchase, or lease on behalf of NNCS and has a direct or indirect interest in, or receives personal benefit from, the company or individual providing the goods or services.
- Negotiates or approves a contract, sale, or lease on behalf of NNCS and has a direct or indirect interest in, or receives personal benefit from the company or individual receiving the goods or services.
- Employs or approves the employment of, on behalf of NNCS, a person who is an immediate family member of the Officer, Director or Employee.
- Approves or authorizes NNCS to provide financial or other assistance to persons who are related to the Employee, Officer or Director.
- Sells products or services offered by NNCS in competition with NNCS.
- Uses NNCS’s facilities, other assets, employees, or other resources for personal benefit.
- Receives a substantial gift from a vendor, if the Officer, Director or Employee is responsible for initiating or approving purchases from that vendor.

Interests are considered reportable as a possible conflict under this policy if they exceed 1 percent of the ownership or profits in the entity with which NNCS proposes to contract. “Personal benefit” or “substantial gift: shall mean any benefit or gift having more than nominal value.

DISCLOSURE REQUIREMENTS

The first step in addressing conflicts of interest is disclosure. An Officer, Director or Employee who believes that he or she may be perceived as having a conflict of interest in a matter must disclose that conflict to the group making the decision. Most concerns about conflicts of interest may be resolved and appropriately addressed through prompt and complete disclosure.



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In furtherance of that objective, NNCS had adopted the following requirements:

1. On an annual basis, all Officers, Directors and Employees with purchasing and/or hiring responsibilities or authority shall sign a copy of this statement indicating their understanding of the policy and their agreement to it.
2. The President shall review all forms completed by Employees, and NNCS's Audit and Finance Committee shall review all forms completed by Officers, Directors and Employees to insure everyone has been advised and understands the policy.

RESOLUTION OF CONFLICTS OF INTEREST

All actual or apparent conflicts of interest shall promptly be disclosed to the Audit and Finance Committee and the President of NNCS. Pending resolution of any such conflict of interest, the person involved shall recuse him- or herself from further participation in the matter.

The Audit and Finance Committee shall be responsible for making all decisions concerning resolutions of conflicts involving Officers, Directors or the President. Should the conflict involve a member of the Audit and Finance Committee other than the Chair of the Audit and Finance Committee, the Chair shall be responsible for making all decisions concerning resolutions of conflicts involving the Audit and Finance Committee member. Should the conflict involve the Chair of the Audit and Finance Committee, the Chairman of the Board of Directors shall be responsible for making all decisions concerning resolutions of conflicts involving employees, subject to the approval of the Audit and Finance Committee.

A Director or Employee may appeal a determination that an actual or apparent conflict of interest exists. The appeal must be directed to the Chairman of the Board of Directors. Appeals must be made within 30 days of the initial determination. Resolution of the appeal shall be made by vote of the full Board of Directors. Board members who are the subject of the appeal, or who have conflict of interest with respect to the subject of the appeal, shall abstain from participating in discussing or voting on the resolution, unless their discussion is requested by the remaining members of the Board.

VIOLATIONS OF THIS POLICY

Given the importance of resolving conflicts of interest, violations of this policy, including failure to disclose actual or apparent conflicts of interest or failure to recuse oneself from matters as to which an actual or apparent conflict of interest exists, may result in removal of an Officer or Director or Employee.

Code of Conduct

This code of conduct requires that all Officers, Directors and Employees of Noble Network of Charter Schools ("NNCS") must, in the course of carrying out the school's activities:

- Behave honestly and with integrity.
- Act with care and diligence.
- Treat everyone with respect and courtesy, and without harassment.
- Comply with all applicable federal, state and local laws and regulations.
- Comply with NNCS's policies.
- Comply with all lawful and reasonable direction given by someone in NNCS who has authority to give the direction.
- Never provide false, misleading, or incomplete information in response to a request for information that is made for official purposes.
- Use NNCS resources in a proper manner.



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- Never make improper use of inside information or the employee's duties, status, power of authority.
- Behave in a manner that upholds the NNCS's values and good reputation.
- Report all known or suspected violations of this code of conduct or other acts described in NNCS's policy on suspected misconduct.

In the fulfillment of these requirements, every Officer, Director and Employee of NNCS should be able to unequivocally answer "yes" in response to each of the following questions with respect to all of their activities carried out as a representative of NNCS:

- Is my action legal and in compliance with all applicable laws and regulations?
- Is my action ethical?
- Does my action comply with all NNCS policies?
- Am I sure that my action does not in any way *appear* to be inappropriate to anyone who may observe my behavior?
- Am I certain that I would not be embarrassed or compromised if my action became known within NNCS or publicly?
- Am I sure that my action meets my personal code of ethics and behavior?

In addition to being able to respond affirmatively to each of the preceding questions with respect to all your actions, every Officer, Director and Employee of NNCS should strive to respond "yes" to one additional question with respect to as many activities as possible: Does my action meet a standard of behavior that surpasses all enforceable laws, policies, and rules, to achieve an exemplary level of ethical behavior of which NNCS would be proud?

Policy on Suspected Misconduct

INTRODUCTION

The purpose of this document is to communicate the policy of Noble Network of Charter Schools ("NNCS") regarding actions to be taken with respect to suspected misconduct committed, encountered, or observed by employees of NNCS.

Like all organizations, NNCS faces many risks associated with fraud, abuse, and other forms of misconduct. The impact of these acts, collectively referred to as misconduct throughout this policy, may include, but not limited to:

- financial losses and liabilities
- loss of current and future financial support
- negative publicity and damage to the organization's good public image
- loss of employees and volunteers and difficulty in attracting new personnel
- deterioration of employee and volunteer morale
- loss of program participants (students, etc.)
- harm to the organization's relationships with funding sources, vendors, bankers, and sub recipients
- litigation and related costs of investigators

NNCS is committed to establishing and maintaining a work environment of the highest ethical standards. Achievement of this goal requires the cooperation and assistance of every Officer, Employee and Board Member at all levels of the organization.

DEFINITIONS

For purposes of this policy, misconduct includes, but is not limited to:



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- actions that violate the organization's Code of Conduct (and any underlying policies)
- fraud (see below)
- forgery or alteration of documents
- disclosure to any external party of proprietary information or confidential personal information obtained in connection with employment with or service to the organization
- unauthorized personal or other inappropriate (non-business) use of the organization's equipment, assets, services, personnel, or other resources.
- acts that violate federal, state, or local laws
- failure to report known instances of misconduct in accordance with the reporting responsibilities described herein (including tolerance by supervisory employees of misconduct of subordinates)

Fraud is further defined to include, but not limited to:

- theft, embezzlement, or other misappropriation of assets (including assets of or intended for the organization, as well as those of our donors, members, funding sources, sub recipients, vendors, contractors, suppliers, and other with whom the organization has a business relationship)
- intentional misstatements in the organization's records, including intentional misstatements of accounting records or financial statements, or of program accomplishments
- authorizing or receiving payment for goods not received or services not preformed
- authorizing or receiving payments for hours not worked
- forgery or alteration of documents, including but not limited to checks, timesheets, contracts, purchase orders, receiving reports

It is the policy of NNCS to prohibit each of the preceding acts of misconduct on the part of organization employees, officers, executives, and other responsible for carrying out the organization's activities.

REPORTING RESPONSIBILITIES

It is the responsibility of every Employee, Director and Officer to immediately report suspected misconduct to his or her supervisor, or the Audit and Finance Committee. Supervisors shall, upon receipt of a report of suspected misconduct, immediately report such acts to their supervisor, or the President.

Any reprisal against a reporting individual because that individual, in good faith, reported a suspected of misconduct, is prohibited and will, in turn, be considered a misconduct.

In order to facilitate the reporting of suspected misconduct, the President can be contacted directly at (773) 682-9817 to report suspected misconduct at any level of the organization.

INVESTIGATIVE RESPONSIBILITIES

Proper handling of allegations is imperative. Due to the sensitive nature of suspected misconduct, supervisors and managers should not, under any circumstances, perform any investigative procedures.

The President has the primary responsibility for investigating suspected misconduct except for that involving Board Members and Officers. A summary of all investigative work conducted by the President shall be reported to the Audit and Finance Committee.

The Audit and Finance Committee has the primary responsibility for investigating suspected misconduct involving Board Members and Officers.



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Investigation into suspected misconduct will be performed without regard to the suspected individual's position, length of service, or relationship with the organization.

In fulfilling investigative responsibilities, the President and/or the Audit and Finance Committee shall have the authority to seek the advice and/or contract for the services of outside firms, including but not limited to law firms, CPA firms, forensic accountants and investigators, and so on.

Properly designated members of investigative team (as authorized by the Audit and Finance Committee) shall have free and unrestricted access to all organization records and premises, whether owned or rented, at all times. They shall also have the authority to examine, copy, and remove all or any portion of the contents (in paper or electronic form) of filing cabinets, storage facilities, desks, credenzas, and computers without prior knowledge or consent of any individual who might use or have custody of any such items or facilities when it is within the scope of an investigation into suspected misconduct or related follow-up procedures.

Neither the existence nor the status or results of investigations into suspected misconduct shall be disclosed or discussed with any individual other than those with a legitimate need to know in order to perform their duties and fulfill their responsibilities effectively.

DISCIPLINARY ACTION

Based on the results of the investigations into allegations of misconduct, disciplinary action may be taken against violators. The seriousness of the misconduct will be considered in determining appropriate disciplinary action, which may include:

- reprimand
- probation
- suspension
- demotion
- termination
- reimbursement of losses or damages
- referral for criminal prosecution or civil action

This listing of possible disciplinary actions is for information purposes only and does not bind NNCS to follow any particular policy or procedure.

ACKNOWLEDGMENT

I acknowledge having read and understood the foregoing Policies have discussed any questions with the President or Chairman of the Audit and Finance Committee and agree to be bound by it.

Signature: _____

Printed Name: _____

Date: _____

Appendix 3.2.b.1 - Noble Board of Directors Biographies

John Butler

John joined his family's insurance firm in 1957 as one of three employees. Under his leadership and vision, Cottingham & Butler has grown to over 600 employees. The company's growth as consultants has been fueled by the development of alternative market facilities including claim administration, health, managed care and safety. John's current focus is the development and implementation of initiatives for the company's vigorous growth. John is a former director and executive committee member for both Assurex Global and the Council of Insurance Agents and Brokers. He is a past chair of the Iowa Association of Business and Industry. In his community, John currently sits on the Executive Committee of the Board for the University of Dubuque and serves as chair of the Grand Opera House Foundation. John also serves as a member of the Noble Network of Charter Schools board of directors. He was recently honored with the Junior Achievement Business Hall of Fame Lifetime Achievement Award. He has also served as a former board member for a number of local organizations. John graduated from Babson College in Massachusetts with a BS in Business Administration and received his MBA in Insurance from Wharton.

Guy Comer

In September 2006, Guy Comer was named president of the Comer Science and Education Foundation (CSEF). Guy's work centers on improving education and the lives of children in Chicago's Revere neighborhood, the South Side community in which his late father was raised. Guy's primary responsibilities include overseeing operations of the Gary Comer Youth Center, a facility that provides after-school alternatives for children in the Revere neighborhood. Guy manages the relationship among the Youth Center staff, GCCP administration, community leaders as well as city officials. In addition, Guy has been integrally involved in the development of Revere Way, a comprehensive community revitalization project offering affordable, fine-quality homes to area residents. Guy is also a partner in GCI, an investment company that funds start-up businesses. Prior to his appointment at CSEF, Guy was a commercial airline pilot with American Trans Air for five years. For several years he owned and operated Pond Air, a small, Wisconsin-based regional air carrier. Early in his flying career Guy worked as a bush and freight pilot based in Alaska as well as taught flight school in Ft. Lauderdale, Florida. Guy is on the board of Noble Network of Charter Schools in Chicago. He enjoys volunteering his time to help educate and mentor inner-city youth.

Cecil Curtwright

Cecil Curtwright is the Associate Vice-Provost for Academic and Enrollment Services at the University of Illinois Chicago, he has worked at the UIC for 35 years in a number of leadership positions. Prior to becoming Associate Provost he worked as Director of the Minority Engineering Recruitment and Retention Program in the College of Engineering for almost a decade and in the late 1980s was elected President of the National Association of Minority Engineering Program Administrators. He is the former director of the President's Leadership Program which raised funds for merit scholarships and provided leadership opportunities for selected undergraduate students to represent the three campuses of the University of Illinois. Currently, Cecil's responsibilities include community college articulation and partnerships, relationships with Chicago Public Schools and working on undergraduate readiness and retention at UIC. He is actively involved in researching the barriers to postsecondary success for African-American males and co-developed the Minority Male STEM program, a joint venture between UIC and the City Colleges.

John Harris – Vice Chairman

John Harris runs Wishbone Partners, a hedge fund partnership affiliated with Ruane, Cunniff & Goldfarb, a money management firm with offices in New York and Chicago. Mr. Harris has served as an analyst and

portfolio manager at Ruane, Cunniff since 2003. Prior to joining Ruane, Cunniff, he worked as an analyst at Kohlberg, Kravis, Roberts & Co., a private equity firm, and Goldman, Sachs & Co. Mr. Harris received his undergraduate degree in Social Studies from Harvard College.

Rebeca Nieves Huffman

Rebeca Huffman is the Illinois State Director of Democrats for Education Reform (DFER). Most recently, she was a Vice President at the National Association of Charter School Authorizers (NACSA) where she managed the communications and outreach efforts of the organization. Before joining NACSA, she served for 5 years as President and CEO of the Hispanic Council for Reform and Educational Options (Hispanic CREO). Prior to serving as Hispanic CREO's President and CEO, Huffman was the Associate Director of Recruitment and Selection for the KIPP Foundation. She serves on the boards of Education Sector, Noble Network of Charter Schools, 50CAN, and City Year Chicago. She is also a proud alum of the Aspen Institute's Entrepreneurial Leadership for Public Education fellowship program which identifies and strengthens the next generation of leaders within the K-12 education sector. A native of Chicago, Huffman resides in Chicago with her husband, Craig, and their children Sofia and Solomon.

Harvey N. Medvin

Mr. Medvin retired as Executive Vice President and Chief Financial Officer of Aon Corporation in April 2003. He held that position since 1982 when Ryan Insurance merged with Combined International Corporation. Prior to his association with Ryan Insurance, he was Vice President and Treasurer of Martin Brower Company, a national distributor of food products and paper goods. From 1959 through 1963 he was on the audit staff of the public accounting firm now known as Price Waterhouse Coopers LLP. He is a graduate of the University of Illinois and a Certified Public Accountant. Mr. Medvin serves as a member of the Board of Directors for Schwarz (a privately held company), NorthShore University Health System where he is a Life Director of the Board, Oshkosh Corporation and The Warranty Group, Inc. He is also a Trustee of Ravinia Festival and serves on the Board of Directors for the Noble Network of Charter Schools.

Michael Milkie

Michael Milkie is the co-founder, CEO, and Superintendent of the Noble Network of Charter Schools (www.noblenetwork.org), the largest and highest performing network of public charter high schools in Chicago. Prior to opening Noble Street College Prep, Milkie was a high school math teacher in Chicago Public Schools. He was having incredible success with the students in his classroom, but felt frustrated by the chaotic environment that surrounded his students outside of his classroom. Milkie and his wife Tonya, also a high school teacher in Chicago Public Schools, believed that they could create a better school with a strong culture conducive to learning in which there were high expectations for every student, regardless of their background. In 1999, Michael and Tonya opened Noble Street College Prep to 100 freshmen students and Noble has since grown to fourteen campuses serving nearly 9,000 students. Today, all Noble campuses rank in the top ten highest performing public open enrollment high schools in Chicago and 90% of graduates matriculate to college annually.

Allan Muchin – Chairman of the Board

Founding Partner of Katten Muchin Rosenman LLP. Having begun his legal career as a trial lawyer for the Internal Revenue Service, he focuses his practice on corporate and tax matters. Allan has served as a director or active advisor to the board of directors for many private and publicly held corporations including Alberto-Culver Company (1995-2005) and Columbia Acorn Investment Trust. As an owner and director of the Chicago White Sox and the Chicago Bulls, he maintains close affiliation with major sports franchises. Allan has spoken at national and regional conferences and associations for the Young Presidents Organization, the Chief Executives Forum and the Law Firm Compensation Institute and was

the author of several articles. A long-term participant in numerous charitable and civic organizations, he has served as president and chairman of the Board of Directors of the Lyric Opera of Chicago and is presently the chairman of the Noble Network of Charter Schools.

Anne Mueller

Anne Mueller became a board member of the Noble Network of Charter Schools in 1999 through her commitment to quality education and her long time support of Northwestern University Settlement House, the original partner in the development of Noble Street Charter High School. Anne received a BA from Denison University and worked for Inland Steel prior to raising her family and supporting numerous non for profit organizations. Her leadership helped seed the grassroots organization of environmental awareness and education for her local public school district. Today, Anne tutors at Rowe Elementary Charter School, in Chicago, sits on the boards of Rush Medical Center Women's Board Winnetka Auxiliary and the North Shore Art League and is an exhibiting artist.

Martin Nesbitt

Martin Nesbitt is the current the co-CEO of the Vistria Group. Most recently he was the President and CEO of PRG Parking Management. Before founding the Parking Spot, Mr. Nesbitt was the Vice President of the Pritzker Realty Group, L.P. Prior to his work with PRG, Mr. Nesbitt was an Equity Partner and Investment Manager at LaSalle Partners. He led the acquisition, financing, and management of a \$100 million portfolio of parking assets. Mr. Nesbitt currently serves on the Board of Directors of Jones Lange LaSalle and is a Trustee of Chicago's Museum of Contemporary Art. He is the former Chairman of the Board of the Chicago Housing Authority. He has an MBA from the University of Chicago and a bachelor's degree and honorary doctorate from Albion College.

Nancy Northrip

Nancy Northrip is the owner of Ultimate Gymnastics in Gurnee, IL, a 38,000 sq. ft. gymnastics teaching facility with classes for children ages 6 months through 18 years serving an average of 1500 students per week. She has served on the Board of Directors for the Golden Apple Foundation since 1999 where she is a member of the Executive and Program Committees. She is also a director of the Golder Family Foundation. Northrip received her BS in Education from Illinois State University.

Troy Ratliff

Troy Ratliff is the Executive Director, The Joseph Kellman Family Foundation. He formerly served as Executive Vice President of the Better Boys Foundation where he was responsible for all direct operations, including administration, programming and fiscal management. Mr. Ratliff is an experienced public administrator, working both with the Chicago Committee on Urban Opportunity and the Model Cities Program while with the Mayor's Office, and serving most recently as the Manager of the Administrative Service Organization for the Illinois Department of Human Services. Born in Seattle, Mr. Ratliff has been a Chicago resident since the age of four growing up in the Douglas and Park Manor neighborhoods. A graduate of Parker High School, he holds a Bachelor of Arts Degree in Political Science and a Master of Arts Degree in Public Administration from Chicago's Roosevelt University. Active in community service throughout his career, Mr. Ratliff has been involved with the Noble Network of Charter Schools, the Hyde Park Neighborhood Club, Chicago Youth Centers, American Civil Liberties Union of Illinois and Illinois Mental Health Association, among others.

Jonathan Reinsdorf

Jonathan Reinsdorf serves as a senior analyst for the Education Alliance. He also serves as a Senior Vice President for Michigan Avenue Real Estate Group, a full service real estate services company. In this role,

he is responsible for investor and investment solicitation and deal analysis. In addition, Mr. Reinsdorf founded and serves as the Managing Member of Stonegate, a higher education development company. He is responsible for running day-to-day activities as well as sales development and project management. Previously, Mr. Reinsdorf was a managing director of a higher education development company. Prior to this, Mr. Reinsdorf served five years as an investment banker with EVEREN Securities and Mesirov Financial and spent three years as a real estate attorney. Mr. Reinsdorf is a member on the Executive Committee for the United Center Joint Venture, which is home to The Chicago Bulls Professional Basketball Team and The Chicago Blackhawks Professional Hockey Team. He is also an adjunct Professor in Roosevelt's Steinfeld School of Hospitality and Tourism Management and serves on the Lasell College Sports Management and Balance BPO Advisory Boards. In addition, he is the Chairman of the Board for StreetWise and board member for the Noble Network of Charter Schools and the Academy of Country Music's Lifting Lives Charity. Mr. Reinsdorf holds an MBA with concentrations in Accounting and Finance from The University of Chicago Graduate School of Business and a JD from Northwestern University School of Law.

John Rowe

John Rowe is Chairman Emeritus of Exelon Corporation, an electric utility serving Chicago, Philadelphia and Baltimore. Mr. Rowe led Exelon from its formation in 2000 through the completion of its acquisition of Constellation Energy in 2012. Mr. Rowe previously held chief executive officer positions at the New England Electric System and Central Maine Power Company, served as general counsel of Consolidated Rail Corporation, and was a partner in the law firm of Isham, Lincoln & Beale. He was co-chairman of the National Commission on Energy Policy and served on the Secretary of Energy's Blue Ribbon Commission on America's Nuclear Future. He is the lead independent director of the Northern Trust Company and a member of the board of directors of The Allstate Corporation and SunCoke Energy. Mr. Rowe serves as chairman of the Illinois Institute of Technology, New Schools for Chicago and the Field Museum and as president of the Wisconsin Alumni Research Foundation. He is a former chairman of the Commercial Club of Chicago and the Chicago History Museum. He is a member of the board of the Illinois Holocaust Museum, the Morgridge Institute for Research, the Northwestern University Settlement House, The Chicago Shakespeare Theater and OneChicagoFund. Mr. Rowe holds undergraduate and law degrees from the University of Wisconsin.

Jean Sheridan

Jean Sheridan is the retired Executive Vice President of Northern Trust, and led their business efforts to meet the demands of the new financial regulations and capitalize on opportunities those regulations present. She was also responsible for Worldwide Operations directing Northern Trust's activities in London, Dublin, Singapore, New York, Miami and Chicago. Ms. Sheridan was previously the Chief Operating Officer of PFS, responsible for Marketing, Product Development and Management, as well as Strategic Planning. Prior to her role in PFS, she was Deputy Business Unit Head for Corporate & Institutional Services. She holds a B.A. degree in economics from Northwestern University and completed the Advanced Management Program at Harvard Business School. Beyond serving as a member of the Board of Directors for the Noble Network of Charter Schools, Ms. Sheridan serves on the boards for The Chicago Network, Chicago and Northwestern University's Council of 100 and Harvard Business School Club of Chicago.

Barbara Speer

Barbara Speer is the widow of David Speer, the former Chairman and CEO of ITW. Mrs. Speer is a member of the Woman's Board of Boys & Girls Clubs of Chicago. Among her many philanthropic engagements are

the events she co-chaired with her husband, including the Lyric Opera Ball in 2008 and the American Cancer Society's Discovery Ball as one of their many contributions to cancer research and support for those living with cancer.

Steve Sullivan

Steve Sullivan, Vice President of the Industrial Services Group, joined NAI Hiffman in 2001 from the real estate firm of Grubb & Ellis. As a past Director of the Association of Industrial Real Estate Brokers (AIRE), Mr. Sullivan is a candidate for his CCIM Designation (Certified Commercial Investment Manager). He is currently a Director of PADS Lake County and the Right Angle, a Noble program. He also serves in an advisory role with Glenview-based Skin-of-Steel and the Champaign-Urbana Schools Foundation. He is a founding member and past President of the Parkways Foundation Young Professionals board, and is a Past President of both the Winnetka Parks Foundation and Old Willow Club in Glenview. He has been actively involved in the Indiana University Alumni Real Estate Club of Chicago and the Indiana University Kelley School of Business Alumni Association of Chicago. Mr. Sullivan has a bachelor's degree in economics from Indiana University Bloomington.

Bryan Traubert, M.D.

Bryan Traubert is a board certified ophthalmologist, civic leader, health expert, and wellness advocate. For 25 years, he's practiced ophthalmology in Chicago as a partner with Eye Physicians and Surgeons of Chicago. In 2007 to aid in the effort against childhood obesity, Dr. Traubert founded ChicagoRun, an innovative running and fitness program which "puts kids on the fast track to health." ChicagoRun is active in 55 Chicago public schools. As President of the Pritzker Traubert Family Foundation (PTFF), which is dedicated to enhancing public education and quality of life in Chicago, Dr. Traubert has initiated programs to improve the health of young people. He's a former board member of the Harvard School of Public Health, Wendy Will Case Cancer Fund and Children's Memorial Hospital. Dr. Traubert's civic engagement has deep roots in Chicago. He is immediate past board chairman of Marwen which educates and inspires thousands of underserved Chicago children through the visual arts and offers them college counseling as well. He is a board member of Chicago Public Radio (WBEZ) and Renaissance Society at the University of Chicago. Dr. Traubert received his B.S. degree in biology from The Citadel and his medical degree from the University of Illinois. Dr. Traubert is a member of the American Academy of Ophthalmology, the Illinois Association of Ophthalmology and the American Society of Cataract and Refractive Surgery.

Menno Vermeulen

CFA is a Partner, Portfolio Manager and Senior Quantitative Analyst at LSV Asset Management. Mr. Vermeulen has more than 14 years of investment experience and was one of the first employees of LSV Asset Management. Mr. Vermeulen has a long history of working closely with Dr. Lakonishok. Prior to joining LSV, he worked at ABP, the largest pension plan in Europe and one of the largest in the world. Mr. Vermeulen worked closely with Dr. Lakonishok to apply some of his academic theories initially to the Dutch equity market. At LSV Asset Management, Menno Vermeulen is a leader and an active member of our quantitative and implementation team, which is responsible for the day-to-day data management, portfolio implementation and ongoing enhancement of our models and systems. Mr. Vermeulen works closely with Josef and is actively involved in the research process at LSV Asset Management. He holds a master's degree in Econometrics from Erasmus University at Rotterdam.

David Weinberg

David Weinberg is the Chair of the Board of the Illinois Network of Charter Schools and is one of the founding Board Members of the Noble Charter High School in Chicago. Before retiring from the private sector, David was the Co-Chairman of Fel-Pro, Inc. a medium-sized supplier of auto parts to the auto

industry. Fel-Pro, Inc. was acknowledged as one of the top 10 companies to work for in the United States. Since its sale ten years ago, David has advised several family-owned businesses and became involved in several not-for-profit organizations. He also sits on the boards of ACT and Marwen, an after school arts program in Chicago. He owns an art studio in River North, and is a professional photographer. David was one of two founders of INCS.

Jennifer Wilson

Jennifer Wilson oversees Risk Management at DRW Trading Group. After graduation she joined Signet Bank in Richmond, VA where she priced mortgage-servicing portfolios. She has been instrumental in DRW's Quantitative Research department modeling volatilities and is currently responsible for leading the firm-wide management initiative to better measure and control the firm's risk. She was a co-author on the article "Volatility of Volatility of Financial Markets" in the *Journal of Mathematical Computer Modeling*. Ms. Wilson received her BA in Chemistry and Economic History from Emory University.

Appendix 3.2.c.1 – Charter School Assurance Statement

As per the CPS Office of Innovation and Incubation's Office of New Schools, Noble received permission for the Chairman of our Board to complete this form on the Board's behalf. At Noble's quarterly Board of Directors meeting on March 9th, 2015 the Board members voted to allow Chairman Allan Muchin to sign the Charter School Assurance Statement on behalf of the entire Board. That form is included here.

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS




Submit these forms with the school proposal application.







(A separate copy must be initialed and signed by each individual on the school’s design team or who intends to serve as a charter school board member.)




Charter Public School Name: Noble Network of Charter Schools

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

By initialing each of the boxes below, you accept responsibility for ensuring that the school will meet this requirement.

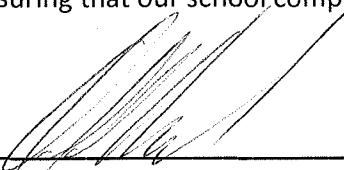
Assurances	Initial below
<p>Admission Process for Students</p> <p>I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a))</p> <p>I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d))</p> <p>I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))</p>	
<p>Annual Report</p> <p>I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school’s finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))</p>	
<p>Board Governance</p> <p>I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b))</p> <p>I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))</p>	

<p>Ethics</p> <p>I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics). I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics).</p> <p>I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).</p>	
<p>Criminal Background Checks</p> <p>I assure that the proposed school will comply with Sections 10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1))</p>	
<p>Student Records</p> <p>I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), \, and the Illinois School Student Records Act (ISSRA) (105 ILCS 10)</p>	
<p>Discipline Policy</p> <p>I assure that the school Board's discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a,)</p>	
<p>Filing with the State as a Non-Profit Corporation</p> <p>I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a))</p>	
<p>Hiring and Employment Practices</p> <p>I assure that the proposed school will operate in compliance with all provisions for employment in Illinois Charter Schools Law, including staffing 50% of instructional positions with teachers certified under Article 21 of the Illinois School Code (105 ILCS 5/27A-10(c)).</p>	

<p>Public School</p> <p>I assure that the proposed school will operate as a charter public school that:</p> <ul style="list-style-type: none"> • is a public, nonsectarian, nonreligious, non-home based, and non-profit school. (105 ILCS 5/27A-5(a)). • is organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)). • is not a conversion of any existing private, parochial, or non-public school. (105 ILCS 5/27A-6.5(a)) 	
<p>Public School Fee Law</p> <p>I assure that the proposed school shall not charge tuition; but may charge reasonable fees for textbooks, instructional materials, and student activities (105 ILCS 5/27A-5(e))</p>	
<p>Special Education</p> <p>I assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 U.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special Education Policies & Procedures)</p>	

By placing my initials next to each of the preceding statements and by signing my name here, I acknowledge that:

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.



 Signature

3/13/15
 Date

Home Address: 525 West Monroe St., Ste 1800
 Phone Number(s): Chicago, IL 60661-3693
 Email Address: 312-902-5238
 allen.mucken@kattenlaw.com

Noble Network of Charter Schools Ethics & Conflict of Interest Policy

INTRODUCTION

NOBLE NETWORK OF CHARTER SCHOOLS ("NNCS") is a nonprofit corporation led by its Board of Directors. It is the goal and policy of the Board of Directors that all NNCS Officers, Directors and Employees adhere to the highest ethical standards in their conduct of the business and activities of NNCS. In the course of NNCS activities, situations may arise in which an NNCS decision-maker has a conflict of interest, or in which the process of making a decision may create an appearance of a conflict of interest.

All Officers and Directors of the Board and Employees of NNCS have an obligation to:

1. Avoid conflicts of interest or the appearance of conflicts, between their personal interests and those of NSCS in dealing with outside entities or individuals.
2. Disclose real and apparent conflicts of interest to the Board of Directors or its designee.
3. Refrain from participation in any decisions on matters that involve a real conflict of interest or the appearance of conflict.

I. DEFINITIONS

For purposes of this policy, the following terms will have the following definitions:

A. "Immediate family" of an Officer, Director or Employee shall include parent or step-parent, aunt or uncle, grandparent, grandchild, sibling or sibling-in-law, niece or nephew, son or daughter, first cousin, spouse or civil union partner, or person living in the same household as an Officer, Director or Employee.

B. "Direct or indirect interest" in a vendor or contractor shall mean an Officer, Director or Employee's interest in a vendor or contractor doing business or seeking to do business with NNCS if 1) a company is providing the goods or services and more than 1% of the ownership or profits of that company is held by the officer, director or employee or by an immediate family member of that officer, director or employee, or 2) an individual is providing the goods or services and that individual is an immediate family member of the officer, director or employee, or 3) a company or individual is providing the goods or services and the Officer, Director or Employee has a current or pending employment, consulting, management, fiduciary or similar affiliation with that company or individual.

C. "Personal interest" in a transaction shall mean an Officer, Director or Employee's interest from which they would derive any monetary value from that transaction.

Noble Network of Charter Schools Ethics & Conflict of Interest Policy

II. DIRECT OR INDIRECT INTEREST IN NOBLE BUSINESS OR CONTRACTS

A conflict of interest arises when an Officer, Director or Employee involved in making a decision is in the position to benefit, directly or indirectly, from his or her dealings with NNCS or a vendor or contractor (company or individual) conducting business with the NNCS.

A. EXAMPLES OF CONFLICT OF INTEREST

Examples of conflicts of interest in Noble business or contracts include, but are not limited to, situations in which:

- An Officer, Director or Employee of NNCS negotiates or approves a contract, purchase, or lease on behalf of NNCS and has a direct or indirect interest in the company or individual providing the goods or services or would receive a personal benefit from the contract, purchase or lease.
- An Officer or Director of NNCS sells products or services offered by NNCS in competition with NNCS.
- An Officer, Director or Employee of NNCS uses NNCS's facilities, other assets, employees, or other resources for personal benefit without prior permission from Noble administration (for Employee use) or the Audit and Finance Committee (for Officer or Director use).

B. NOTICE REQUIREMENTS

Officers, Directors and Employees shall be notified of the contents of this Policy as follows:

1. On an annual basis, all Officers and Directors shall sign a copy of this statement indicating their understanding of the policy and their agreement to it. The Board Secretary shall review all signed statements completed by Officers and Directors to ensure all Board members have been advised of and understand the Policy.
2. The Policy shall be regularly distributed to Employees by any means reasonably available, including but not limited to, inclusion in an Employee Handbook.

C. DISCLOSURE AND RESOLUTION OF CONFLICTS OF INTEREST

The first step in addressing conflicts of interest is disclosure. An Officer, Director or Employee who believes that he or she may have a conflict of interest or may be perceived as having a conflict of interest in a matter must disclose that conflict to

Noble Network of Charter Schools Ethics & Conflict of Interest Policy

the group making the decision. Most concerns about conflicts of interest may be resolved and appropriately addressed through prompt and complete disclosure.

1.) Employee Conflicts of Interest

All actual or apparent employee conflicts of interest under this Policy shall be promptly disclosed to the CEO or designee. The CEO may designate an individual, a department or a team to receive such disclosure. The CEO shall implement procedures for disclosing, addressing and managing employee conflicts of interest. These procedures may be set forth in an employee handbook or other format. A conflict of interest on the part of the CEO shall be addressed under paragraph C.2.

2.) Officer/Director and CEO Conflicts of Interest

All actual or apparent conflicts of interest of Officers or Directors or the CEO shall promptly be disclosed to the CEO and President of the Board, who will refer the disclosure to the Audit and Finance Committee for determination of whether a conflict exists and, if so, how it will be resolved. The President shall disclose his or her own actual or apparent conflicts directly to the Audit and Finance Committee. Pending resolution of any such conflict of interest, the person involved shall recuse him- or herself from further participation in the matter.

The Audit and Finance Committee shall be responsible for making decisions concerning resolutions of conflicts involving Officers, Directors, the President and the CEO. Should the conflict involve a member of the Audit and Finance Committee other than the Chair of the Audit and Finance Committee, the Chair shall be responsible for making all decisions concerning resolutions of conflicts involving the Audit and Finance Committee member. Should the conflict involve the Chair of the Audit and Finance Committee, the Chair shall not participate as a member of the Committee during the resolution process and the decision shall be made by the remainder of the members of the Committee.

A Director may appeal a determination that an actual or apparent conflict of interest exists. The appeal must be directed to the President of the Board of Directors. Appeals must be made within 30 days of the initial determination. Resolution of the appeal shall be made by vote of the full Board of Directors. Board members who are the subject of the appeal, or who have conflict of interest with respect to the subject of the appeal, shall abstain from participating in discussing or voting on the resolution, unless their discussion is requested by the remaining members of the Board.

As provided in the NCCS bylaws, at each meeting, Officers and Directors shall disclose in writing or otherwise make of record all conflicts to the Board of Directors prior to the discussion of an underlying matter or transaction by the Board of Directors and shall draw to the attention of the Board of Directors such conflict at any

Noble Network of Charter Schools Ethics & Conflict of Interest Policy

subsequent meetings at which such matter or transaction is discussed. No member of the Board of Directors shall vote on any matter or transaction concerning or with any individual, entity or matter with which such Director has, or within the twelve-month period preceding the vote had, any substantial ownership, employment, fiduciary, contractual or creditor relationship. If the question of whether a conflict exists has not been resolved by the Audit and Finance Committee or if an appeal of the Committee's decision is pending at the time of a Board meeting involving the transaction, and the Officer or Director does not agree that a conflict exists, the question of whether a conflict exists will be determined by the vote of a majority of disinterested directors present at the meeting called for the purpose of discussing the transaction or matter to which the conflict relates.

III. ANTI-NEPOTISM

In order to avoid the appearance of favoritism and to ensure that NNCS employment and benefits and services decisions are made on the basis of merit and other appropriate qualifications, the following shall apply:

- A. Officers, Directors and Employees shall not employ or approve the employment of, on behalf of NNCS, a person who is an immediate family member of the Officer, Director or Employee or with whom the officer, director or employee is in a romantic relationship.
- B. Officers, Directors and Employees shall not supervise an employee who is an immediate family member of the Officer, Director or Employee or with whom the officer, director or employee is in a romantic relationship unless approved procedures are followed.
- C. Officers, Directors and Employees shall not approve or authorize NNCS to provide financial or other assistance to persons who are related to the Employee, Officer or Director.
- D. The CEO will implement procedures for disclosure and assessment of potential nepotism conflicts in hiring, employment and supervisory situations, with appropriate alternatives and safeguards to allow for unbiased employment decisions. These procedures may be set forth in an employee handbook or other format.

Noble Network of Charter Schools Ethics & Conflict of Interest Policy

IV. GIFT BAN

Except as authorized under this Policy, no officer or employee, and no immediate family member living with any officer or employee (collectively referred to herein as “recipients”), shall intentionally solicit or accept any gift or gifts from any vendor or contractor (individual or company) doing business or seeking to do business with NNCS if such officer or employee is responsible for initiating or approving the purchase or contract for that vendor or contractor.

It is not a violation of this policy for an Officer or Employee to accept from a vendor or contractor (individual or company) a gift or gifts that are nominal in nature. A gift or gifts from a single vendor or contractor are nominal in nature if they have a cumulative total value of \$50 or less in any calendar year. The CEO or designee may approve gifts to employees (and the Audit and Finance Committee may approve gifts to Officers or Directors) valued above the nominal amount in specific situations, such as when the gift is in furtherance of NNCS business rather than the personal interest of the Officer, Director or Employee (such as vendor-paid training/education related to vendor’s goods or services), and provided any transactions related to that vendor or contractor are appropriately managed. No vendor or contractor (individual or company) doing business or seeking to do business with NNCS shall intentionally offer or make a gift that violates this gift ban provision.

Employees should not offer a gift to any visiting elected official that exceeds \$50.00 in total value. Officers, Directors and Employees are also prohibited from using school funds to purchase tickets for political fundraisers, to contribute to political campaigns or political action committees or to fund a political message.

V. VIOLATIONS OF THIS POLICY

Given the importance of resolving conflicts of interest, violations of this policy, including failure to disclose actual or apparent conflicts of interest or failure to recuse oneself from matters as to which an actual or apparent conflict of interest exists, may result in censure or removal of an Officer or Director, or discipline of an Employee up to and including termination.

VI. BOARD MEMBER CODE OF CONDUCT

This code of conduct requires that all Officers and Directors of Noble Network of Charter Schools (“NNCS”), in the course of carrying out the school's activities:

- Behave honestly and with integrity.
- Act with care and diligence.
- Treat everyone with respect and courtesy, and without harassment.

Noble Network of Charter Schools Ethics & Conflict of Interest Policy

- Comply with all applicable federal, state and local laws and regulations.
- Comply with NNCS's policies.
- Comply with all lawful and reasonable direction given by someone in NNCS who has authority to give the direction.
- Never provide false, misleading, or incomplete information in response to a request for information that is made for official purposes.
- Use NNCS resources in a proper manner.
- Never make improper use of inside information or the employee's duties, status, power of authority.
- Behave in a manner that upholds the NNCS's values and good reputation.
- Report all known or suspected violations of this code of conduct or other acts described in NNCS's policy on suspected misconduct.

In the fulfillment of these requirements, every Officer and Director of NNCS should be able to unequivocally answer "yes" in response to each of the following questions with respect to all of their activities carried out as a representative of NNCS:

- Is my action legal and in compliance with all applicable laws and regulations?
- Is my action ethical?
- Does my action comply with all NNCS policies?
- Am I sure that my action does not in any way *appear* to be inappropriate to anyone who may observe my behavior?
- Am I certain that I would not be embarrassed or compromised if my action became known within NNCS or publicly?
- Am I sure that my action meets my personal code of ethics and behavior?

In addition to being able to respond affirmatively to each of the preceding questions with respect to all your actions, every Officer and Director of NNCS should strive to respond "yes" to one additional question with respect to as many activities as possible: Does my action meet a standard of behavior that surpasses all enforceable laws, policies, and rules, to achieve an exemplary level of ethical behavior of which NNCS would be proud?

VII. EMPLOYEE STANDARDS OF CONDUCT

The CEO shall implement Standards of Conduct for Employees of NNCS reflecting a high level of ethics and integrity similar to that set forth in the Board Member Code of Conduct in Section VI above. The Standards of Conduct shall be regularly distributed to employees by any reasonable means, including but not limited to an Employee Handbook.

Noble Network of Charter Schools Ethics & Conflict of Interest Policy

BOARD MEMBER ACKNOWLEDGMENT

I acknowledge having read and understood the foregoing Ethics and Conflict of Interest Policy and have discussed any questions with the President of the Board or Chairman of the Audit and Finance Committee and agree to be bound by it.

Signature: _____ Printed Name: _____

Date: _____

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

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

1999

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

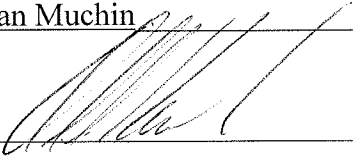
2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Allan Muchin Date: March 9, 2015

Signature:  School: Noble Network of Charter Schools

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

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1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

December 9, 2013

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm


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

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: John Butler Date: March 9, 2015

Signature:  School: Noble Network of Charter Schools

Board Member Economic Interest Form Questions

1. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?
2. Have any relatives been employed at Noble or have you advocated for that?
3. Are any of your relatives planning to work at the proposed charter or through an outside entity?
4. Do you or any of your Relatives have any Economic Interest in any contract, work, business, sale, purchase or lease of your school?
5. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?
6. Have you or any of your relatives provided or do you plan to provide goods or services to Noble, including professional services for fees?
7. Do you or a family member sit on the Board of a Not-for-Profit entity which donates funds or services to Noble?
8. Have you or any of your Relatives accepted any gift, loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?
9. Have you or any of your Relatives received any gifts from someone with an Economic Interest in your proposed school's business?
10. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Rebecca
Nieves-Huffman

General

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

December 13, 2010

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes

No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes

No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes

No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

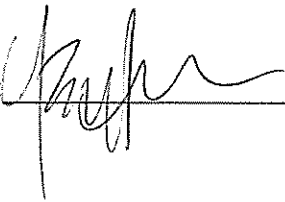
2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Rebeca Nieves Huffman Date: March 9, 2015

Signature:  School: Noble Network of Charter Schools

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

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

| 1999

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

|

What is/was your job title?

|

What are/were your dates of service?

|

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

|

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

|

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

|

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:
|

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:
|

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:
|

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:
|

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:
| SPOUSE SITS ON MAIN BOARD OF NORTHWESTERN SETTLEMENT WHICH IS A LANDLORD OF ONE OF NOBLE'S CAMPUSES - NOBLE STREET.

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

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

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Anne Mueller Date: March 9, 2015

Signature:  School: Noble Network of Charter Schools

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

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

December 8, 2014

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

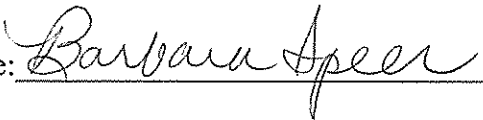
2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Barbara Speer Date: March 9, 2015

Signature:  School: Noble Network of Charter Schools

General

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

March 10, 2014

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

|

What is/was your job title?

|

What are/were your dates of service?

|

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

|

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

|

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

|

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

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

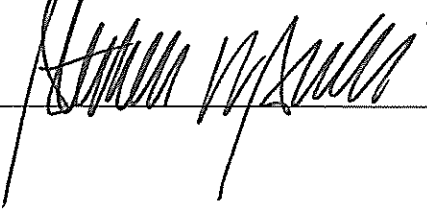
If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

STEPHEN A. SULLIVAN

Print Name: ~~Steve Sullivan~~ _____ Date: March 9, 2015 _____

Signature:  _____ School: Noble Network of Charter Schools

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

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

June 19, 2012

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

|

What is/was your job title?

|

What are/were your dates of service?

|

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

|

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

|

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

|

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

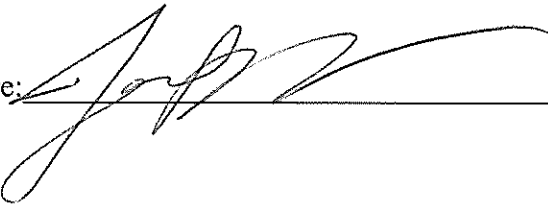
2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Jennifer Wilson Date: March 9, 2015

Signature:  School: Noble Network of Charter Schools

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

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 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
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- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

December 14, 2009

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:
|

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:
|

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:
|

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:
|

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:
|

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

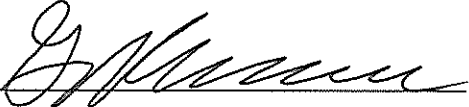
2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Guy Comer Date: March 9, 2015

Signature:  School: Noble Network of Charter Schools

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

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 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
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- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

June 14, 2011

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes

No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes

No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes

No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

I am on the board for TFA which provides staffing services to Noble.

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm


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

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: John Harris Date: March 9, 2015

Signature:  School: Noble Network of Charter Schools

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

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 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
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- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

| 1999

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes

No

If yes, where have you worked?

|

What is/was your job title?

|

What are/were your dates of service?

|

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes

No

If yes, when were they hired or will be hired?

|

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

|

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes

No

If yes, describe the circumstance:

|

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

My wife, Tonya Hernandez was also a founder of the school and is now a Dean of students

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No NO

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:
|_____

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:
|_____

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:
|_____

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:
|_____

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:
|_____

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

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Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

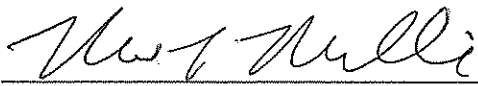
2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Michael Milkie Date: March 9, 2015

Signature:  School: Noble Network of Charter Schools

**Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
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1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

June 16, 2008

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

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

If yes, please explain:

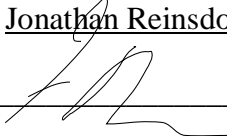
Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Jonathan Reinsdorf

Date: March 9, 2015

Signature: _____



School: Noble

General

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

2006

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

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

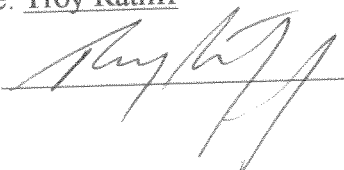
If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Troy Ratliff

Date: March 9, 2015

Signature: 

School: Noble

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

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; form; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

December 14, 2009

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No x

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

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

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Nancy Northrip

Date: March 9, 2015

Signature: *Nancy Northrip*

School: Noble

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

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

2005

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes

No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes

No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes

No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

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

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Jean Sheridan

Date: March 22, 2015

Signature: 

School: Noble

General

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

March 9, 2015

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Our family and our charitable trusts support Rowe-Clark and Rowe Elementary

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

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

If yes, please explain:

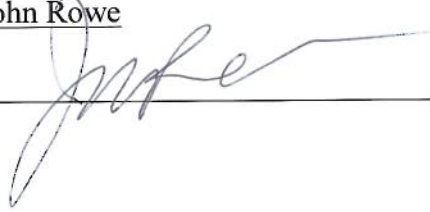
Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: John Rowe

Date: March 9, 2015

Signature: _____



School: Noble

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

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 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

June 4, 2009

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

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

If yes, please explain:

[Empty rectangular box for explanation]

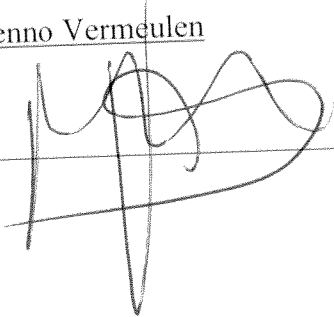
Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Menno Vermeulen

Date: March 9, 2015

Signature: _____



School: Noble

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

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

March 10, 2014

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?
|

What is/was your job title?
|

What are/were your dates of service?
|

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes No Our daughter, Rose Trabert, will be an unpaid intern at Noble June-August 2015.

If yes, when were they hired or will be hired?
|

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):
|

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes No

If yes, describe the circumstance:
|

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

I am on the board of Pritzker Foundation and The Pritzker Traubert Family Foundation which both have donated money to the Noble Network of Charter Schools.

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

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

If yes, please explain:

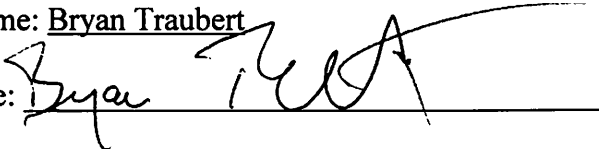
Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Bryan Traubert

Date: March 9, 2015

Signature: _____



School: Noble

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

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes
No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes
No

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

Yes
No

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

Yes
No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes
No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

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

General

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

March 8, 2010

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

[Empty text box]

What is/was your job title?

[Empty text box]

What are/were your dates of service?

[Empty text box]

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

[Empty text box]

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

[Empty text box]

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

[Empty text box]

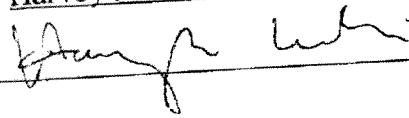
If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Harvey Medvin

Date: March 9, 2015

Signature: 

School: Noble

General

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

March 4, 2013

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?
|

What is/was your job title?
|

What are/were your dates of service?
|

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?
|

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):
|

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:
|

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

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

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Cecil Curtwright

Date: March 9, 2015

Signature:  School: Noble

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

Instructions

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1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

March 12, 2012

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

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


If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Martin Nesbitt

Date: March 9, 2015

Signature: 

School: Noble

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

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

1999

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

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

Yes
No

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

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

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

Yes

No

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

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

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

I affirm

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

If yes, please explain:

Verification

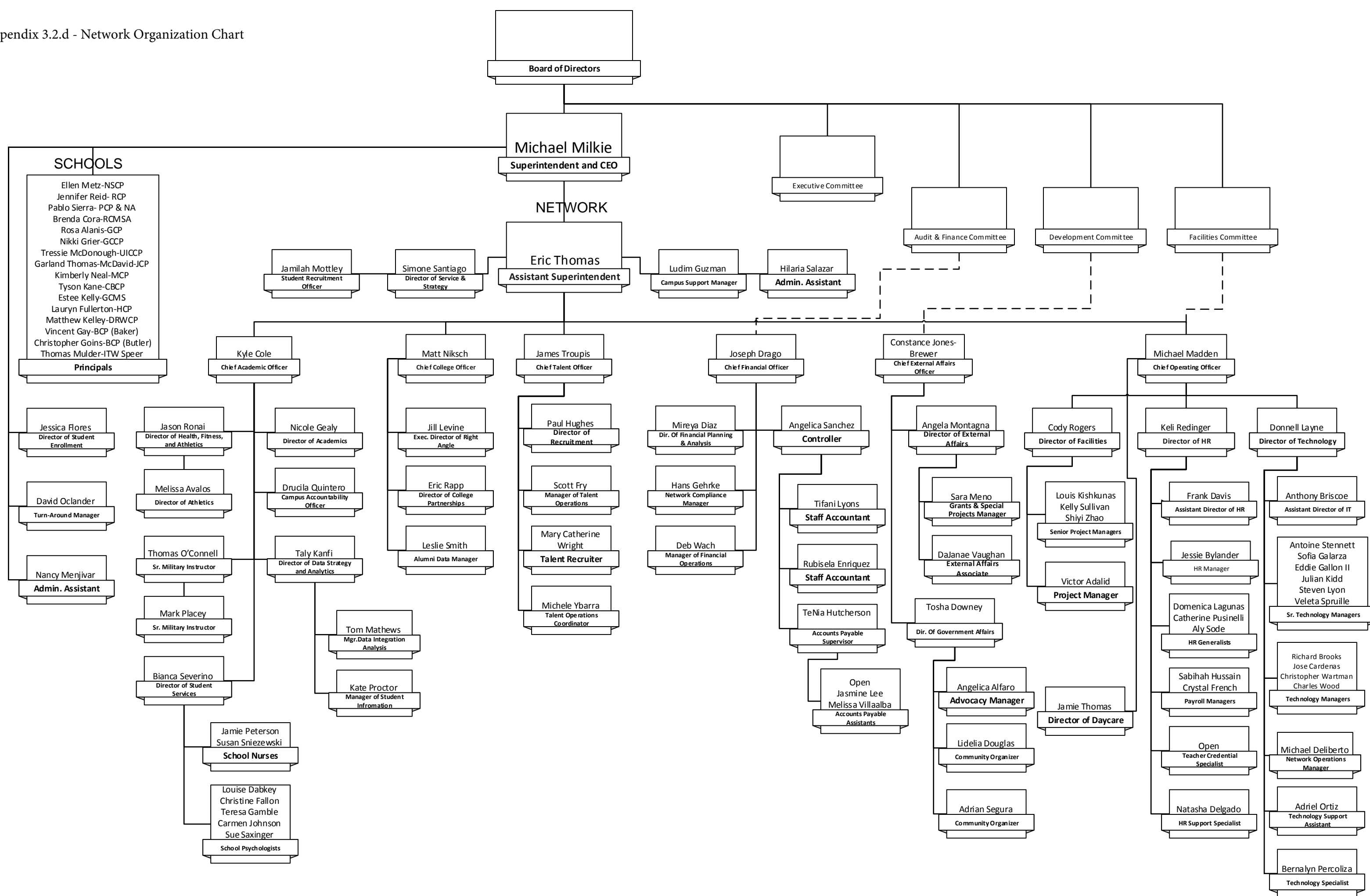
I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: David Weinberg

Date: March 9, 2015

Signature: 

School: Noble



Appendix 4.1.a – Budget Narrative

Noble allocates over 90 percent of our funds to our teachers, classrooms and direct student needs in order to accomplish our goal of preparing low-income students with the scholarship, discipline and honor necessary to succeed in college and life. This budget is based on historical spending trends and adjusted where needed in order to make sure that we are sustainable as a Network.

All new campuses are expected to operate with a surplus by year four or five of operations. We use CPS Start-Up and Expansion funding to help each campus purchase high upfront costs need for classrooms such as furniture, sports equipment and educational materials. We hold off on purchasing items for new programs such as sports and music when funding is low or when we have to dedicate these resources to the classroom in order to make these campuses both financial and academically successful.

In order to support our expansion plans, we will need additional revenue to pay for capital expenditures so that we can build and/or renovate buildings to make them a safe and legally compliant space to accommodate all our students. Noble's goal is to fundraise about 75 percent of the cost to renovate private leased and CPS facilities and construct new buildings and cover the remaining 25 percent with short term loans, using 7 percent interest for 12 years.

Appendix 4.2.a - Financial Reports Generated

Key Internal Control	Description of control activity	Central Office Responsibilities	School Responsibilities	Usual follow up on exception
Annual Planning	Set budget parameters	Project revenue, expenses and capital spend; prepare analysis of required cash flows	Update current year to date budget vs. actual differences and advise of major plan changes	Iterative process to achieve balance; consultation with CEO and Board as needed
Budget preparation and monthly comparison to actual	Prepare full financial plan and monitor monthly	Administer process, ensure parameters are met, review vs. monthly activity, assess balance sheet vs. plan	Prepare budget, review monthly vs. actuals and respond to inquiries	Re-project annual results, modify budget to achieve required cash flow
Ensuring all expenditures are authorized	Match invoices to supporting documents	Administer all expenditures, CFO or Dir. of Finance signs checks	Timely submission of required supporting docs	Payment is held until authorization can be confirmed
Segregation of duties	No one person has full authority over cash	Separate staff manage cash and AP; accountant reconciles bank accounts and controller reviews; minimal petty cash	No check writing authority; misc. cash receipts deposited via secure service; minimal petty cash	Monthly follow up as needed
Capital planning and review	Prepare and monitor capital spending plan	Prepare plan, specify funded projects, compare actual spend to plan monthly; prepare supporting documentation for payments	Coordinate with Chief Operating Officer as needed	Assess changes and modify as need be to manage capital outlays
Compliance Calendar	Designate reporting to outside entities	Prepare necessary reports and secure CFO approval	Coordinate as need be	Secure extension of filing date as need be



NOBLE
NETWORK OF
CHARTER
SCHOOLS

OPERATING NOBLE STREET CHARTER SCHOOL

Noble Network of Charter Schools
Fiscal Policies & Procedures
2014-2015

Noble Efforts Change Lives. Be Noble.

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TITLE: MONTHLY FINANCIAL STATEMENTS AND VARIANCE ANALYSIS

1.0 INTRODUCTION

The purpose of this standard operating procedure is to describe the process regarding monthly financial statements which include a budget comparison report, statement of revenues and expenses, statement of cash flows, a balance sheet and a monthly variance analysis.

2.0 PROCEDURE

2.1 FINANCIAL STATEMENTS

Financial statements are produced by the Controller and Director of Financial Planning and Analysis within 10 business days after the month end and given to the Chief Financial Officer (CFO) for review. The controller and CFO reviews for accuracy and completeness. Once the statements have been approved by the CFO, they are given to the appropriate board committee, principals and Chief Executive Officer.

CFO reviews monthly budget comparison report with principals. Significant variances are identified and discussed.

2.2 FINANCIAL VARIANCE ANALYSIS

The Director of FP&A prepares a monthly financial variance analysis comparing actual to budget. All significant variances are identified and explained in the analysis. Director of FP&A reviews analysis with the CFO for final approval.

Monthly financial variance analysis explanations are consolidated into our year ending report to provide a thorough and detailed report.



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TITLE: FISCAL YEAR-END PROCEDURES

1.0 INTRODUCTION

The purpose of this section is to describe the standard procedures regarding fiscal year end procedures to verify that all audit schedules are complete, accurate and agree to the GL.

Audit schedules are internally prepared schedules that summarize and/or reconcile specific revenues and expenses. Examples include federal funding, pledges receivable, prepaid expenses and fixed assets.

2.0 PROCEDURE

The Finance department meets during the last week of June to discuss and review fiscal year-end schedules and deadlines. Required schedules are assigned to staff based on the fiscal year-end closing calendar. All schedules are expected to be completed by deadline listed. All schedules are reviewed by the Controller and approved by the CFO.

2.1 Fiscal Year-End Closing Calendar

#	Item Description	Assigned to	Due date
1	Schedule of Federal Funding	Accountant	Week of 7/19
2	Bank Reconciliation - all accounts	Accountant	Week of 7/19
3	List of A/R from Gov't Sources	Accountant	Week of 7/12
4	Pledges receivable & discount	Accountant	Week of 7/12
5	Conditional Pledges	Accountant	Week of 7/12



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TITLE: FISCAL YEAR-END PROCEDURES

6	Schedule of Prepaid Expenses	Accountant	Week of 7/19
7	Fixed Asset schedule	Accountant	Week of 7/19
8	06, 07 & 2013 Bond cap costs & amortization	Accountant	Week of 7/19
9	Bonds cash accounts ('06, '07 & 2013) w/ reconciliation	Accountant	Week of 7/19
10	Schedule of Bonds & Notes Payable	Accountant	Week of 7/19
11	Open invoice report	Accountant	Week of 7/19
12	Accrued Expenses - payroll	Accountant	Week of 7/12
12	Accrued Expenses - bond payment (for June)	Accountant	Week of 7/12
13	Deferred Rent	Accountant	Week of 7/12
14	Deferred Student Fees	Accountant	Week of 7/12
15	Contribution & Grant revenue by donor/grantor	Accountant	Week of 7/12
16	Schedule of Contributed Goods & Services (CPS & Parthenon Group)	Network Compliance Manager	Week of 7/19



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TITLE: FISCAL YEAR-END PROCEDURES

17	Schedule of Temp Restricted Net Assets	Accountant	Week of 7/19
18	CPS Revenue Lead Sheet by Campus & supporting schedules	Network Compliance Manager	Week of 7/19
19	NNCS Food Budget for following fiscal year	Network Compliance Manager	Week of 7/19
20	Schedule of interest and dividend income	Accountant	Week of 7/12
21	Schedule of CMO management fees	Accountant	Week of 7/12
22	Schedule of e-rate revenue & expenditures	Accountant	Week of 7/19
23	Schedule of ROTC Revenue & Salaries	Accountant	Week of 7/19
24	Total salary reported per pay period by campus reported to CTP.	HR/Accountant	Week of 7/19
25	Schedule of interest expense by campus	Accountant	Week of 7/19
27	Schedule of contractual services capitalized and expensed	Accountant	Week of 7/19
28	Insurance in Force document	Network Compliance Manager	N/A
29	Trial Balance	Controller	Week of 7/19



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TITLE: FISCAL YEAR-END PROCEDURES

30	Budget for new Fiscal Year	Director of FP&A	Week of 7/12
31	Analytic review b/w Current year actual and Prior year actual	Director of FP&A	Week of 7/19
32	Analytic review b/w Current year budget and actual	Director of FP&A	Week of 7/19
33	Documents and Agreements	CFO/Controller	As needed
33a	Charter school agreement	Network Compliance Manager	Week of 7/19
33b	Fed or State tax exempt letters	Network Compliance Manager	Week of 7/19
33c	Bylaws	Network Compliance Manager	Week of 7/19
33d	Vehicle Leases	Controller	As needed
33e	Equipment Leases	Controller	As needed
33f	Personnel Handbook	Controller	Week of 7/19
33g	Loan Agreements	Controller	Week of 7/19
33h	Lease Agreements	Controller	Week of 7/19
33i	Purchase Agreements	Controller	Week of 7/19



Document No.	Revision: A3	Area: Financial Management
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TITLE: FISCAL YEAR-END PROCEDURES

33j	Management Agreements	Controller	Week of 7/19
33k	Grant Agreements (Exelon State of IL, E-rate)	Network Compliance Manager	Week of 7/19
33l	Organization Chart	Controller	Week of 7/19
33m	School Catalog	Controller	Week of 7/19
34	Board meeting minutes	N/A	N/A
35	Internal F/S groupings sheet by trial balance accounts	Controller	N/A
36	Expenditures report for CPS startup funds (received and spent)	Accountant	Week of 7/19
37	Documents of any other audits performed (e-rate & Gear up)	Network Compliance Manager	Week of 7/19
38	Year End Adjustments	Controller	Week of 7/26

3.0 Assumptions

Fiscal year-end closing calendar assumes audit field work scheduled the last week of July or the first week of August.



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SUBMISSIONS TO REGULATORS, FUNDERS AND/OR OTHER

A detailed list of requirements by regulators and funders is kept by the Network Compliance Manager. Requirements include audited financial statements, internal quarterly financial reports and/or monthly financial reports.

When a requirement is due, the Network Compliance Manager informs the Finance Department of such deadline approaching. The Accountants are responsible for submitting all documents and/or financial reports to the Contract & Compliance Specialist for timely submission to all regulators, funders and others.

PREPARATION AND REVIEW OF TAX RETURNS

Our Form 990 is prepared by our auditors Ostrow Reisin Berk & Abrams, Ltd. Accounting staff and CFO provide all information necessary to complete Form 990. CFO reviews and signs Form 990. Form 990 is posted on GuideStar.Com for public access.

CHART OF ACCOUNTS

The chart of accounts is designed and maintained by the Accountants. Only the Director of FP&A, Controller and CFO can add or delete accounts.

RESTRICTED NET ASSETS

Restricted net assets are recorded in accordance with generally accepted accounting principles. A detailed schedule is created and maintained by the Accountant detailing the sum of restricted net assets. Net assets are released from donor restrictions by incurring expenses satisfying the restrictions specified by donors.

SECURITY POLICIES

1.0 FINANCIAL DATA & CHECKS

The accounting software security is maintained by the Accountants and security settings are determined by the Controller. All cash is kept in a safe and only the Controller and Accountant have access to it. Checks are kept in a locked drawer by the Accountant.

2.0 PERSONNEL FILES

All personnel and payroll records are kept in locked metal drawers. Only HR personnel have access to these files.



Document No.	Revision: A3	Area: Financial Management
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TITLE: FIXED ASSETS

1.0 INTRODUCTION

The purpose of this section is to describe the policies and procedures for fixed assets. Fixed assets include land, building, equipment, furniture, software and hardware.

2.0 CURRENT THRESHOLD FOR CAPITAL EXPENSES

Any furniture or equipment over \$5,000 is capitalized. Major improvements to campus facilities which improve or extend the lives of the asset are also capitalized. Minor repairs, replacements or maintenance which do not improve or extend the lives of the assets are expensed.

3.0 DEPRECIATION & AMORTIZATION

Depreciation of equipment is based on the estimated life of the assets using the straight-line method which ranges from three to thirty nine years. Amortizations of leasehold improvements are based on the lesser of the term of the lease or the estimated life of the improvement.

4.0 PROCEDURES

Accountants record an estimated monthly depreciation expense based on the guidelines mentioned above. Depreciation is reviewed and adjusted as necessary at fiscal year end.

5.0 ASSET IMPAIRMENT

Accountants review and test for impairment when certain changes occur which can include the following.

1. A significant decrease in the market price of the asset
2. A change in how we use the asset

If accountants determine an asset impairment exists, they review and discuss with CFO for final approval. All asset impairment losses must include a description of the asset and the facts leading to the impairment.



Document No.	Revision: A3	Area: Financial Management
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TITLE: CHILD NUTRITION PROGRAM

1.0 INTRODUCTION

The purpose of this section is to describe our internal policies and procedures to ensure that all documentation for the Child Nutrition Program is accurate and maintained in file for audit and other agency examination.

2.0 PROCEDURES

2.1 STEP BY STEP PROCEDURE DESCRIPTION

1. At least once year, the Network Compliance Manager, in collaboration with Office Managers will conduct an internal review of student’s lunch eligibility for free, reduced and full paid meals.
2. A random sample of 5 students per campus will be reviewed. The evaluation will consist of cross-referencing data collected from PowerSchool, the internal database and student’s lunch eligibility application. The following items will be evaluated.
 - A. The calculation of student’s meal eligibility in accordance with the current income eligibility guidelines.
 - B. Verifying that all required signatures are included.
 - C. Once the student meal eligibility (free, reduce, full paid) has been confirm, the Compliance Specialist will make sure the student eligibility is also stated correctly in the internal student database (PowerSchool).
3. If an error in calculation of the student eligibility has been identified it will corrected and the school will notify parents of the new student meal price eligibility.
4. If there is any missing information on the student eligibility application, then a request to parents will be sent.



Document No.	Revision: A3	Area: Financial Management
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TITLE: DEBT AGREEMENTS & RELATED COVENANTS

1.0 INTRODUCTION

The purpose of this section is to describe the procedures to comply with debt agreements and any related covenants.

2.0 PROCEDURE

1. The Controller reviews all loan agreements for any covenants. Covenants can include a minimum debt service coverage ratio and a minimum amount of unrestricted liquid assets available.
2. A list of covenants is kept on file listing each loan and pertaining requirements.
3. Debt service coverage ratio is calculated by the Accountant and reviewed by the CFO at least once a year. Ratio is also calculated and reviewed when management decides to increase debt.



Document No.	Revision: A3	Area: Financial Management
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TITLE: GIFT ACCEPTANCE POLICY

1.0 INTRODUCTION

The purpose of this section is to describe the gift acceptance policy. Gifts can also include entertainment.

2.0 POLICY

Noble Network recognizes that Gifts and Entertainment can enhance goodwill and sound working relationships. It is Noble Networks policy to prevent the use of Gifts and Entertainment to improperly influence – or appear to improperly influence – employees, customers, suppliers and others doing business with Noble Network. Employees of Noble Network must not offer or accept Gifts, Entertainment, or anything of value that would – or might appear to – improperly influence business decisions.

Gift – includes, but is not limited to, cash, gift certificates, gift cards, goods, services, prizes, favors, or anything else of value.

Entertainment – includes, but is not limited to, meals, trips, tickets or participation in entertainment events.

Employees will not be reimbursed for expenses incurred for Gifts or Entertainment.



Document No.	Revision: A3	Area: Grants & Private Revenue
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TITLE: REVENUE RECOGNITION POLICY

1.0 INTRODUCTION

The purpose of this section is to describe the policies and procedures for recognizing revenue.

2.0 POLICY

Under the accrual basis of accounting, all revenues are recognized when earned. Grants and contracts, including pledges and contributions are adequately supported, recorded on a timely basis and reflect the terms and conditions set by the grant and/or contract.

Non-cash donations are recorded at fair value at the date of receipt.

3.0 PROCEDURES

1. The Director of External Affairs and/or Network Compliance Manager communicates via email to all participating parties (Office Managers, Principals, Finance) the terms and conditions of the grant and/or contract awarded.
2. Accounting creates a project in Financial Edge accounting software to track all expenses related to the grant or contract.
3. Development verifies that all conditions are met and enters gift in the fundraising software, Raiser's Edge.
4. Development creates a weekly check log including donor name, check number, amount and restriction, if any and gives checks to accounting for deposit.
5. Finance checks deposit log and matches it to the deposit and creates a deposit slip.
6. Deposits are taken to bank twice a week (Wednesdays and Fridays) by an armored car service. Any checks over \$50,000 are immediately deposited.
7. Finance posts gifts from Raiser's Edge to Financial Edge.



**NOBLE
NETWORK OF
CHARTER
SCHOOLS**

OPERATING NOBLE STREET CHARTER SCHOOL

Document No.	Revision: A3	Area: Grants & Private Revenue
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TITLE: RECEIVABLES & PROMISES TO GIVE

1.0 INTRODUCTION

The purpose of this section is to describe the policy and procedures for receivables and promises to give. Receivables and promises to give include grants, awards and gifts from donors.

2.0 POLICY

All receivables and promises to give are recognized when an official document signed and dated by an official or donor stating the amount we are promised to receive is received by management. Office email notifications of such promises are also considered office documentation. Promises to give or pledges receivable are entered by Development staff and posted by Accounting. Other receivables are entered and posted by Accounting. All supporting documentation is archived by the Network Compliance Manager and/or Development.

Any payments determined to be uncollectible must be approved by management. Once approved, Finance writes off the uncollectible balance.



Document No.	Revision: A3	Area: Grants & Private Revenue
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TITLE: GRANTS

1.0 INTRODUCTION

The purpose of this section is to describe the policies and procedures on grants. Grants awarded include federal, state, governmental and private grants. Grants are received by our Development department or the Network Compliance Manager.

2.0 PROCEDURES

1. All grant contracts are reviewed by the Development staff and/or Controller and accounting to determine the type of grant, restrictions and required reporting.
2. The Director of External Affairs communicates via email to all participating parties (Office Managers, Principals, Finance) the terms and conditions of the grant awarded.
3. Finance creates a project in the Financial Edge system to help track expenses. All invoices, check requests and purchase orders related to the grant are required to have the project name.
4. Expenses are reviewed on a monthly basis to ensure expenses incurred are allowable.
5. All grant report submissions are completed by either Development staff or the Network Compliance Manager with assistance from Finance.



Document No.	Revision: A3	Area: Cash Management Procedures
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TITLE: CASH RECEIPTS

1.0 INTRODUCTION

The purpose of this section is to describe the standard procedures regarding the handling and recording process for Cash Receipts.

Cash Receipts are monies, usually checks, sent directly to the Network Administrator or collected at the school campuses for payments not related to student billings.

1.2 PREREQUISITS

This SOP is written assuming the following documents are completed and amounts agree:

Supporting Documentation List
Deposit Receipt
Cash Receipts Log
Deposit Slip (received from the bank)
Deposit Report
Cash Receipts Report

This policy applies, but not limited, to:

- Student fees
- Individual/Corporate Private Contributions
- Grants
- Other miscellaneous income



Document No.	Revision: A3	Area: Cash Management Procedures
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TITLE: CASH RECEIPTS

3.0 PROCEDURES

3.1 ROLES & RESPONSIBILITIES

Role	Responsibility
<ul style="list-style-type: none"> • Network Administrator, Office Manager or Dean of Operations 	<ul style="list-style-type: none"> • Receive and maintain record of cash receipts • Endorse checks
<ul style="list-style-type: none"> • The Development Department (Development) 	<ul style="list-style-type: none"> • Creates a cash receipt log which indicates if monies is restricted, and additional to budget, and record cash receipts into Raisers Edge system
<ul style="list-style-type: none"> • Accountant (Finance) 	<ul style="list-style-type: none"> • Make the deposit at the bank
<ul style="list-style-type: none"> • Accountant (Finance) 	<ul style="list-style-type: none"> • Prepare Deposit Receipts • Reconcile and post recorded entries
<ul style="list-style-type: none"> • Accountant 	<ul style="list-style-type: none"> • File supporting documents

3.2 STEP BY STEP PROCEDURE DESCRIPTION

3.2.1 DEVELOPMENT ROLE

1. Checks sent via mail are opened by the Network Administrator daily.
2. The Network Administrator forwards checks to the support team office, then Development records the cash receipts weekly in an electronic Cash Receipts Log.



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TITLE: CASH RECEIPTS

The Log information includes the check number, donor name, and amount received, if monies is restricted or not, and if funds are in addition to budget.

3. At least once each week, usually on Fridays, Development gathers together all the checks for delivery to the Finance Department, prepares Cash Receipts Log which is located in a share folder. The Accountant prints out the cash receipts log and match it the deposit slip.
4. Then Development scans a copy of the checks into Raisers Edge.
5. Development enters the cash receipts allocation into Raisers Edge for each separate contribution. Development only has access to make cash receipts entries in Raisers Edge, they are not able to post entries into Financial Edge.
6. Both Raisers Edge and Financial Edge are linked but Finance does not make the journal entries to record cash receipts and its allocation. Finance reviews the entries to ensure that Development allocates the cash receipts to the correct accounts and that the amounts agree to the cash receipts log. The cash log prepared by Development indicates if the contribution is restricted (if it is for what purpose) and if this contribution is in addition to budget.
 - a. Restricted Contributions - Contributions restricted by either time or purpose.
 - b. Unrestricted Contributions - Contributions are for general Network support.
 - c. Contributions in addition to budget - Funds to be used for unbudgeted expenses and initially not part of the funds forecasted for that fiscal year
7. The Accountant creates a deposit packet which includes a copy of the Cash Receipts Log, the original checks, and the duplicate Deposit Receipt which are then ready for deposit.
8. Development and Finance meet once a month usually during the second week of the month to review and verify that all grants and contributions restrictions are being met. Materials reviewed include a schedule of the grants, the restrictions, the due date, the amount spent, and the balance remaining. All schedules will be prepared and updated in a monthly basis by Finance and shared with Development.



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TITLE: CASH RECEIPTS

3.2.2 CAMPUS ROLE:

1. The cash and checks received at the school campus for payments not related to student billings are handled by a front desk receptionist. Upon payment, a duplicate receipt is completed by the employee.
2. The original receipt is given to the payer and a copy is given to the Office Manager along with the cash or check.
3. Approximately twice a week, the Office Manager will prepare the deposits. This requires reconciling the money in the cash drawer to the receipts.
4. Once the total amount of cash and checks agree to the receipts, the Office Manager enters the cash receipts into Financial Edge creating a Cash Receipts Report and a Deposit Report. The Cash Receipts Report details the information regarding the purpose of the receipts, while the Deposit Report states the cash and check totals plus the grand total of the deposit.
5. The Office Manager prepares and drops off a deposits cash, checks, and money orders via the armored truck service. All backup documentation, along with reports of credit card deposits are submitted to Finance on a weekly basis via messenger service. The backup packet includes the Deposit Report, the Credit Card Receipt Report and the Cash Receipts Report.

3.2.3 THE FINANCE DEPARTMENT'S ROLE:

1. The Accountant gathers the supporting documents together which include: the yellow copy of the Deposit Receipt, Deposit Slip, check copy (for contributions), and the Deposit Report (for school collections.)
2. For each deposit, the Accountant will update the deposit and post dates in Financial Edge to match the date noted on the Deposit Slip and to properly reflect the date the entry will post in the system, respectively.
3. The Accountant validates and posts the entry in Financial Edge.



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TITLE: CASH RECEIPTS

4. For cash receipts entered by the Development, the Accountant will post these entries on Raisers Edge system as well.
5. After posting, the Accountant prints out the Post Report which is then attached to the other supporting documents.
6. The Accountant files the supporting documents in order of deposit date.

4.0 CONTROL OBJECTIVES & ISSUES

1. Only senior members of the Finance team (accountant, Controller, & Director of Financial Planning & Analysis) post entries on Financial Edge's general ledger.
2. Duties of cash receipts are adequately segregated, with the exception of student fees in which the Office Manager has custody of the monies and performs the recording function. However, there is compensating control in which the Finance department reconciles the entries supported by the triplicate receipt in which the students/parents are given a copy.

5.0 EXCEPTION MANAGEMENT

1. If donations are sent to another location or to someone other than the Network Administrator, the envelopes are forwarded to the Network Administrator unopened.
2. If amounts recorded into Raisers Edge do not agree to the supporting documents, the Accountant will contact the document source, the Development to obtain an explanation or a resolution.
3. If the revenue account allocation does not appear proper, the Accountant will contact the Development for a resolution. Development will make the account correction on Raisers Edge before the Accountant will post the entry.



**NOBLE
NETWORK OF
CHARTER
SCHOOLS**

OPERATING NOBLE STREET CHARTER SCHOOL

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TITLE: CASH RECEIPTS

4. The resolution inquiry will be tracked and followed up by the Accountant while the cash/check is held at the safe in the Finance Department. Only upon resolution will the amount be deposited and posted into the system.



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TITLE: STUDENT BILLING

1.0 INTRODUCTION

The purpose of this Standard Operating Procedure (SOP) is to describe the standard procedures regarding the handling and recording process for Student Billing.

Student Billing are fees collected at the school campuses by the Office Managers of the respective campus location.

1.1 PREREQUISITS

This SOP is written assuming the following documents are completed and amounts agree:

Supporting Documentation List
Deposit Receipt
Deposit Slip (received from the bank)
Deposit Report
Cash Receipts Report

This policy applies, but not limited, to:

- Student fees
- Other miscellaneous income

3.0 PROCEDURE

3.1 ROLES & RESPONSIBILITIES

Role	Responsibility
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TITLE: PETTY CASH

<ul style="list-style-type: none"> • Office Manager 	<ul style="list-style-type: none"> • Record student tuition charges and collect fees
	<ul style="list-style-type: none"> • Records cash collections under Student Billing Module of Financial Edge
	<ul style="list-style-type: none"> • Make the deposit at the bank via armored car service
<ul style="list-style-type: none"> • Accountant (Finance) 	<ul style="list-style-type: none"> • Creates student list from enrollment • Prepare Deposit Receipt • Reconcile and post recorded entries
<ul style="list-style-type: none"> • Accountant 	<ul style="list-style-type: none"> • File supporting documents

STEP-BY-STEP PROCEDURE DESCRIPTION

3.2.1 STUDENT BILLING CHARGES AND POSTING

1. The Office Manager will receive a student enrollment listing from Finance.
2. Using the student list, the Office Manager enters the tuition and student fee charges in the Student Billing Module of Financial Edge for all students at the beginning of each school semester. The Office Manager will also enter charges throughout the school year for other fees, as applicable. It is the Office Manager' responsibility to enter these charges to the proper account. Office Managers only have access to enter charges and payments into Financial Edge; they cannot post the entries into the general ledger.
3. The Office Manager collects fees from the students at the time of the registration or purchase of books, uniforms, etc. The Office Manager prepares a receipt in triplicate: the original is given to the payer, a copy is maintained at school office, and the Office Manager has the option to attach the second copy along with the cash or check given to Finance.
4. At least once per week, more during high volume occasions, the Office Manager prepares two reports for Finance. The first report is the Cash Receipts Report which details the student's name, the specific program fee, and the amount paid. The



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TITLE: PETTY CASH

second report is the Deposit Report which notes the total amount paid in the respective deposit batch.

5. The Office Manger delivers the two reports, and receipt copies to Finance. All cash, checks, and money orders are deposited to the bank via the armored truck services.
6. Finance reviews for propriety of the revenue allocation and makes corrections as necessary.
7. For each deposit, the Accountant will update the deposit and post dates in Financial Edge to match the date noted on the deposit slip and to properly reflect the date the entry will post in the system, respectively.
8. The Accountant then validates and posts the entry.
9. After posting, the Accountant prints out the Post Report which is then attached to the other supporting documents.
10. The Accountant files the supporting documents by deposit date.
11. The Accountant sends a copy of the deposit slips to the Office Managers which are then filed at the school office.

3.3 CONTROL OBJECTIVES & ISSUES

1. Office Managers and at least one other admin school staff have access to enter charges and payments in the Student Billing Module. Each user has a specific username and password.
2. Only senior members of the Finance team post entries to the Financial Edge software into the general ledger.



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TITLE: PETTY CASH

3. Duties of cash receipts are adequately segregated, with the exception of student fees in which the Office Manager has custody of the monies and performs the recording function. However, there is compensating control in which the Accounting department reconciles the entries supported by a triplicate receipt in which the students/parents are given the original copy.

3.4 EXCEPTION MANAGEMENT

1. If amounts recorded into the Student Billings Module do not agree to the supporting documents, the Accountant will contact the document source, the Office Manager, to obtain an explanation or a resolution.
2. The variance inquiry will be tracked and followed up by the Accountant while the cash/check is held by Finance. Only upon resolution will the amount be deposited posted into the system.



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TITLE: PETTY CASH

1.0 INTRODUCTION

The purpose of this section is to describe the standard policies and procedures regarding petty cash.

Office Manager received two forms of petty Cash: Office Petty Cash and Referee Petty Cash.

2.0 OFFICE PETTY CASH

The office petty cash is \$400 per campus. Office petty should only be used for expenses less than \$45 and can include taxi fares and misc emergency campus expenses. Office Petty cash may be used to reimburse an individual for a purchase (Less than \$45) that was made using his/her personal funds.

Any requests for petty cash increases must be approved by the Controller.

2.1 PROCEDURES

1. The petty cash custodian (Office Manager) must submit to the Business Office the proper documentation with a petty cash log sheet request form payable to the Petty Cash for the exact amount of the expenditure so that funds may be encumbered against the applicable budgetary account(s).
2. The Finance Department will issue a check and forward it to the custodian to replenish the petty cash fund.

3.0 REFEREE PETTY CASH

Referee Petty Cash: amount is \$1,000.00. Office managers will maintain this account.

Any requests for petty cash increases must be approved by the Controller.

3.1 PROCEDURES

1. Team coaches will submit a "Referees Payment Request" form to the athletic director for approval.
2. Once the form is approved by the athletic director it will then be presented to the office manager for the assignment of funds.



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TITLE: PETTY CASH

3. The office manager disburses the funds then adds the necessary information to the "Referees Log Sheet". This log sheet keeps track of all monies allocated to the referees.
4. When the account reaches a minimum amount of \$300.00 a request for replenishment should be submitted to the Finance Department.
5. A check is issued to Petty Cash for the amount requested.



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TITLE: WIRE TRANSFERS

1.0 INTRODUCTION

The purpose of this section is to describe the standard procedures regarding wire transfers. Wire transfers are only initiated based on vendor request or special projects (i.e. quarterly bond payments). All wire transfers must be approved by the CFO prior to initiating. Only the CFO and the accountants have administrative right to process wires.

2.0 PROCEDURES

1. A request for wire transfer is forward to the Accountants from the CFO with instructions to process payment.
2. The Accountant will initiate the wire through our online banking support, Northern Treasury Passport.
3. All wire transactions require an approval from someone other than the person who initiated it. The Controller approves the wire online. The Accountant, Controller, Director of FP&A, and CFO are the only employees with access to the bank's wire module.



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TITLE: JOURNAL ENTRIES

1.0 INTRODUCTION

The purpose of this section is to describe the standard procedures regarding journal entries to ensure that all are current, accurate and complete. Recurring General Journal entries are set for certain transactions, such as leases, rent, payroll, benefits etc. Non-recurring entries are used for correcting entries, recording accruals, payroll allocations and other financial activity.

1.1 PROCEDURES

The Journal Entry must be filled out completely and conform to the following minimum requirements:

1. All fields must be completed.
2. Debit amount must equal credit amount
3. A detailed description shall be included on the journal entry.
4. All entries are made soon (within 5 business days) after the underlying accounting event to ensure the financial records and reporting is current.
5. All Journal entries are supported by documentation that clearly indicates the justification and authorization for the transactions, and must be attached and scanned to the Journal Entry.
6. The approver must initial in the General Journal entry.

1.2 CONTROL OBJECTIVES

All journal entries completed by the Accountants are reviewed by the Controller. The CFO reviews and signs-off on all journal entries prepared by the Controller that are considered material in nature.



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TITLE: PAYROLL ALLOCATION

1.0 INTRODUCTION

The purpose of this section is to describe the standard procedure regarding payroll allocations to ensure all salaries are recorded accurately. This process only includes detailed procedures on how payroll salaries are allocated and recorded. The initial pay cycle begins with HR using outsourced payroll software, ADP.

2.0 PROCEDURE

1. The HR personnel forwards approved time sheets, payroll register and personal action summary spreadsheet to the Accountant. The payroll reports received from the payroll service provider (e.g., calculations, payrolls and payroll summaries) are compared with time sheets, pay rates, payroll deductions, compensated absences etc., by HR.
2. The Accountants verify gross pay, payroll deductions and allocate salaries based on the campus they are employed using an excel spreadsheet.
3. Any additional pay is allocated based on the personal action schedule completed by the Office Manager/Dean of Operations at each campus. Additional payouts include stipends for coaching, tutoring, or any other extracurricular work completed.
4. A summary of payroll allocation by account is uploaded into the Financial Edge via a journal entry.
5. The following journal entries are entered bi-weekly.
 - a. Payroll Allocations – Gross pay by campus, position and/or special grant/project.
 - b. FICA & Medicare Allocations
 - c. Tax Liability Liquidation
6. Journal entry is posted and a supporting documentation is saved in a shared file with supporting documentation.
7. Journal entry is reviewed by the Controller.



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TITLE: BANK RECONCILIATIONS

1.0 INTRODUCTION

The purpose of this section is to describe the standard procedures for completing bank reconciliations.

Bank accounts for the indicated purpose(s) and limitation(s) have been authorized by the Board of Trustees of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks:

Northern Trust/ DDA Checking Account

Northern Trust/Securities Inc

1.2 PREREQUISITS

This SOP is written assuming the following documents are available:

Supporting Documentation List
Bank Statements

2.0 PROCEDURE

2.1 ROLES & RESPONSIBILITIES

Role	Responsibility
• Accountant	• Receives & reviews bank statements
• Accountant	• Reconcile general ledger to bank statement
• Controller	• Sign bank reconciliation



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TITLE: BANK RECONCILIATIONS

<ul style="list-style-type: none">• Accountant	<ul style="list-style-type: none">• File bank reconciliation with supporting documents
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2.2 STEP-BY-STEP PROCEDURE DESCRIPTION

1. Bank statements are mailed to Noble Network and given to the Accountant to review bank statement transactions for reasonableness.
2. The Accountant reconciles to the general ledger using Cash Management module in Financial Edge.
3. Once reconciled, summary report is printed and attached to the bank statement.
4. Bank reconciliation is reviewed and sign by the Controller.



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TITLE: BONDS

1.0 INTRODUCTION

The purpose of this Standard Operating Procedure (SOP) is to describe the standard procedures to reconcile bond payments per the loan payment amortization schedule and the debt service schedule.

1.2 PREREQUISITS

This SOP is written assuming the following documents are completed and amounts agree:

Supporting Documentation List
Bond Account Statements
Excel files for Bonds 2006, 2007 & 2013
Loan Payment & Debt Service Schedule
Bond Payment Request

2.0 PROCEDURE

2.1 ROLES & RESPONSIBILITIES

Role	Responsibility
• Finance Department	• Receive Bond Statements



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TITLE: BONDS

<ul style="list-style-type: none"> Accountant & Accountant 	<ul style="list-style-type: none"> Keep record of bond activity in Excel files for Series 2006, 2007 & 2013 Match payments to the Bond Amortization schedule and the Debt Services schedule Get approval from the Controller for payment Process payment via wire Post journal entries in Financial Edge
<ul style="list-style-type: none"> Amalgamated Bank (Trustee) 	<ul style="list-style-type: none"> Request Bonds payment via e-mail
<ul style="list-style-type: none"> Accountant 	<ul style="list-style-type: none"> File supporting documents

2.2 STEP-BY-STEP PROCEDURE DESCRIPTION

2.2.1 Bond Bank Account Reconciliation:

1. Monthly Bond Cash account statements from Amalgamated are mailed to the Network and given to the Accountant to record the monthly activity.
2. The Accountant uses three Excel files to track the monthly activity separately for the 2006 Bond Series, 2007 Bond Series and 2013 Series.
3. Monthly activity includes recording dividend income, bond payouts and transfers between accounts if applicable.
4. The Excel file is the support for the monthly journal entry recorded and is reviewed by Controller.

2.2.2 Bond Payments:

1. The Controller receives a request via email for bond payment from Amalgamated. Email includes an Excel spreadsheet detailing the required bond payment.



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TITLE: BONDS

2. The Accountant matches the requested bond payment to the bond loan payment schedule & debt service schedule.
3. The Controller approves the payment request.
4. The Accountant initiates wire transfer and Controller approves it.
5. The Accountant prepares the journal entry to record the payment using the interest and principal breakdown per the amortization schedule.
6. The Controller posts the journal entry and the Accountant attaches the loan request as backup.



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TITLE: PURCHASING OF GOODS & SERVICES

1.0 INTRODUCTION

The purpose of this Standard Operating Procedure (SOP) is to describe the standard procedures regarding purchases of goods and services, payment to vendors, and recording the expenses into the general ledger in Financial Edge. At Noble Network of Charter Schools ("campus"), there are two ways in which purchases are made: Check Disbursement Requisition, and use of the campus credit card.

Items purchased with the campus funds are only for allowable, reasonable, and necessary items related to the operations of the campus, as set forth in Noble's credit card and spending policy. Certain limitations are set and guidelines are followed in the purchasing process. It is the responsibility of management to grant the authorization for such purchases to use their judgment and knowledge of the campus policy to ensure the propriety of the goods and services that are purchased. It is the Accounts Payable Assistant's responsibility to ensure receipt of adequate supporting documentation, proper approval, and correct account coding of the payments.

The following are members of management who have authority to approve purchases:

- Chief Executive Officer/Superintendent
- Assistant Superintendent
- Chief Financial Officer
- Controller
- Principals
- Office Managers
- Deans of Operations
- Program Directors
- Department Heads



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TITLE: INVOICES

1.0 PAYMENT & POSTING

1. The invoices are mailed directly to the Noble Network PO Box. They are dated and stamped "Received".
2. The invoices are recorded by the Accounts Payable Assistant in Financial Edge and scanned to the Office Manager or Dean of Operations of the respective campus.
3. The invoices are reviewed, coded, approved by the appropriate person, and scanned back to the Accounts Payable Assistant to process payment.
4. The Accounts Payable Assistant will review the Invoice and any supporting documents for proper completion and authorization.
5. Once the items are entered into Financial Edge, a cover sheet is printed. The Accounts Payable Assistant initials the cover sheet and submits to the Accountant for approval. The Accountant dates and initials the cover sheet to approve the invoice coding.
6. The Accounts Payable Assistant then submits the documents for check processing.

2.0 CONTROL OBJECTIVES & ISSUES

1. Duties related to purchasing are adequately segregated. One exception is the Office Manager's access to the Principal's signature stamp. Therefore, we are currently working with Office Managers and Principals to develop an approval threshold for the Office Managers use of signature stamps.
2. Once the Purchase Order Form and supporting documents are forwarded to the Accounts Payable Assistant, all conflicts, if any, should already be resolved.
3. The original invoices from the vendors are to be sent to the Noble Network PO Box.



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3.0 EXCEPTION MANAGEMENT

1. An invoice will not be processed without proper authorization. The Principal's signature, whether handwritten or a stamp, is required for an order to be placed.

2. If the invoice is not correct, it is the Office Manager's responsibility to contact the necessary people in order to resolve the issue.



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TITLE: CHECK DISBURSEMENTS

1.0 INTRODUCTION

The purpose of this section is to describe the standard procedures regarding the management and recording of purchases made using a Check Disbursement Requisition Form.

Check Disbursement Requisition Forms are generally used to reimburse campus employees for approved purchases made on behalf of the campus.

1.2 PREREQUISITES

This Standard Operating Procedure is written assuming the following documents are completed and amounts agree:

Supporting Documentation List
Check Disbursement Requisition Form
Transactions Receipt
Other supporting documents, if available

2.0 PROCEDURE

2.1 ROLES & RESPONSIBILITIES

Role	Responsibility
<ul style="list-style-type: none"> • Campus Employee 	<ul style="list-style-type: none"> • Obtain proper supporting transaction receipt • Complete the Check Disbursement Requisition Form
<ul style="list-style-type: none"> • Principal/Office Manager 	<ul style="list-style-type: none"> • Reviews and approves purchase by signing the Check Disbursement Requisition Form



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TITLE: CHECK DISBURSEMENTS

<ul style="list-style-type: none"> • Accounts Payable Assistant 	<ul style="list-style-type: none"> • Ensures the Check Disbursement Requisition Form agrees to supporting receipt • Enters purchase batches
<ul style="list-style-type: none"> • Accountant 	<ul style="list-style-type: none"> • Reviews transactions and posts purchase batches
<ul style="list-style-type: none"> • Accounts Payable Assistant 	<ul style="list-style-type: none"> • Ensures the Check Disbursement Requisition Form agrees to supporting receipt • Enters purchase batches • Files supporting documents

2.2 STEP-BY-STEP PROCEDURE DESCRIPTION

2.2.1 PURCHASE APPROVAL

1. Payments made with a Check Disbursement Requisition Form are normally a reimbursement to an employee that has made an approved purchase on behalf of the campus. Another scenario is an employee contacted a vendor for service or product and is requesting a check made out directly to the vendor. These purchases must be reasonable for the normal course of business, or the purchase was made due to an emergency situation and the Purchase Order process was not possible.
2. Before the Check Disbursement Requisition Form is completed, an approved purchase transaction has already occurred.
3. The person requesting the check (“Campus Employee”) completes the Check Disbursement Requisition Form in its entirety if possible. On occasion the Office Manager completes the Check Disbursement Requisition Form.
4. The Check Disbursement Requisition Form and a purchase transaction receipt are submitted to the Campus Principal or Department Head for review and approval. Approval is noted with a signature on the Form. The Principal or Department Head will make necessary corrections on the Form.
5. Upon review, the Office Manager will submit the Check Disbursement Requisition Form, the receipt, and other supporting documents to the Account Payable Assistant to process for payment.



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2.2.2 PAYMENT PROCESSING

7. Upon receipt of the Check Disbursement Requisition Form and its supporting documents, all the documents are stamped with a "Received" date stamp.
8. The Accounts Payable Assistant will review the Check Disbursement Requisition Form and its supporting documents for proper completion and authorization.
9. The approved Check Disbursement Requisitions, with their supporting documents, are forwarded to the Accounts Payable Assistant who will enter the check requests into Financial Edge. These are entered similarly to invoices; however the entries are identified by the Employee or Vendor name on the check.
10. Once the check requests are entered into Financial Edge, the Accounts Payable Assistant will initial the right hand side of the Check Disbursement Requisition Form.
11. The Check Disbursement Requisitions and their supporting documents are forwarded to the Accountant for review and approval.
12. The Accountant then reviews the documentation and initials them for approval to pay.

3.0 CONTROL OBJECTIVES & ISSUES

1. Once the Check Disbursement Requisition Form is forwarded to the Accounts Payable Assistant, all supporting documents necessary should already be attached, and all conflicts, if any, should already be resolved.



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TITLE: CHECK DISBURSEMENTS

2. Before a Check Disbursement Requisition Form is approved, a transaction receipt or similar supporting documentation must accompany the Check Disbursement Requisition Form.
3. The receipts are required attachments to the Check Disbursement Requisition Form.

4.0 EXCEPTION MANAGEMENT

1. A Check Disbursement Requisition will not go forward without proper authorization and supporting documentation. The Principal's signature, whether handwritten or a stamp, is required for the check request to be processed.
2. If shipment contents, information on the packing slip, vendor receipts and Check Disbursement Requisition Form do not agree, it is the Office Manager's responsibility to contact the necessary people in order to resolve the issue.
3. If any supporting documents are missing, the Accounts Payable Assistant will contact the Office Manager or Department Head to obtain the missing document or an explanation. If a receipt is not available, a note from the Principal approving the reimbursement is used as supporting documentation to process the check request.
4. In cases where the amounts noted in the supporting documents do not agree to the Check Disbursement Requisition Form, the Accounts Payable Assistant will contact the Office Manager for an explanation. However, the payment will be processed if the amount due with corresponding backup is less than the Check Disbursement Requisition amount. If the amount due is greater than the Check Disbursement Requisition, the payment will be held back until a reasonable explanation is received with noted approval from the Principal or Department Head regarding the amount change.
5. Inquiries made before the Accounts Payable Assistant receives the Check Disbursement Requisition Form will be tracked and followed up by the Campus Employee. Inquiries related to payment and vendor relationship is the responsibility of the Accounts Payable Assistant and Supervisor. At times, a collaborative effort may be necessary to come to a resolution. Only upon a resolution will the payment be processed and posted into the system.



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TITLE: CHECK DISBURSEMENTS

5.0 NOBLE CREDIT CARDS

1. While Noble intends that vendors will invoice the Network for goods and services, there are times when a credit card is necessary to conduct school related business in a timely fashion. Therefore, Noble will issue a credit card to each campus, department and principal. Other cards may be issued at the CEO's discretion; any card may be revoked at the CEO's discretion. Each Noble Credit Card is assigned a credit limit by the Finance Department based on the employee's role, the type and amount of business purchasing, and the employee's campus or departmental budget. Credit limits may be adjusted at management's discretion. Noble Credit Cards are considered the property of Noble Network of Charter Schools. The cards should be kept secure and are only to be used by the person whose name appears on the card.
2. All Noble credit card transactions are available online on JP Morgan Chase software called Smart data. Credit card transactions are available immediately and it is the responsibility of the cardholder or their designee to code each expense and upload supporting receipts for expenses greater than \$75.00 and for ALL food related expenses. Cardholders are required to complete coding, description of business purpose and upload receipts by the 5th day of the following month. If the required information isn't submitted within the allotted time, a cardholder's credit card will be suspended. Accounts Payable personnel will review the submitted transactions and backup for accuracy and completeness, and notify the cardholder of any incomplete or missing information via email. Accounts Payable personnel also review to ensure the spending is within policy.
3. All Noble credit card payments will be made by the Noble.
4. Each cardholder's manager or designee must approve all credit card purchases and/or reimbursements before payment is made. Spending analysis is available for the CFO, Controller and CEO to review online. CFO, controller, and accountants review transactions on a monthly basis. An analysis of spending is available upon request. Any finding will be communicated to the manager.
5. If the employee's Noble Credit Card is lost, stolen or fraudulent charges are suspected, the employee must contact Card Services immediately. The employee must also notify the Controller of the situation by email confirming that Card Services has been contacted.



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TITLE: FINAL REVIEW, PAYMENT & CONCLUDING STEPS

1.0 PAYMENT

1. Upon approval, the Purchase Orders and Check Disbursement Requisitions are returned to the Accounts Payable Assistant for the checks to be printed.
2. Once the checks are printed, the check batch and all the supporting documentation are forwarded to the Controller for review and to sign the checks. If any check totals more than \$5,000 that check and corresponding backup is sent to the CFO for a second signature.
3. Most checks for payment of an invoice are mailed directly to the vendor. However, there is an option for the checks to be messengered to the respective campus.
4. When the checks are printed, the Invoice or the Check Disbursement Requisition Forms are stamped with a "Paid" date stamp
5. If checks are to be messengered, it is indicated on the Check Delivery section of the Forms.
6. Whoever picks up a signed check needs to sign and date the Check Delivery section of the Purchase Order or the Check Disbursement Requisition Form. Often, the messenger will pick up all the checks for the various campuses and distribute the checks to the respective campus Office Manager.
7. The Purchase Order and Check Disbursement Requisition Forms, with their supporting documents, are scanned and filed into Financial Edge. The Accounts Payable Assistant will also file the original documents in check number order binders located in the Finance Department.



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3.0 CONCLUDING STEPS

3.1 CONFIRMATION

Periodically, the respective Office Managers run a disbursement report which shows them the invoices that have been paid.

3.2 RECONCILIATION WITH BANK

1. For each day there is a check run, the Accountant will send a formatted check list to the bank via the bank's website.
2. The Accountant generates a report from Financial Edge listing all the checks printed that day.
3. This report is exported from Financial Edge into a Microsoft Excel spreadsheet.
4. The Accountant will modify the report to fit the bank's format which lists only the bank account number, the check number, the check amount, and the transaction date.
5. The modified report is uploaded into the bank's website.



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TITLE: FINAL REVIEW, PAYMENT & CONCLUDING STEPS

3.3 POSTING

The Controller posts expenses weekly.



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TITLE: DOCUMENT RETENTION & DESTRUCTIVE POLICY

1.0 INTRODUCTION

The following policies and procedures were developed in compliance with the Illinois School Student Records Act and the rules and regulations to govern school student records, effective March, 24, 1976, issued by the Illinois State Board of Education.

2.0 STUDENT RECORDS

"Student Records" shall mean any written or recorded information concerning a student by which a student may be individually identified and which the Noble Street Charter School maintains.

Recorded information maintained by a staff member for his or her exclusive use, or his or her substitute, shall not be considered a part of the student records.

2.1 STUDENT PERMANENT RECORD

The Student Permanent Record shall consist of:

1. Basic identifying information, including student's name and gender
2. Academic transcript, including grades, class rank, graduation dates, grade level achieved and scores on college entrance examinations
3. Attendance records
4. Health records and accident reports
5. Honors and awards received
6. Record of release of permanent record information

2.2 TEMPORARY RECORDS

The Student Temporary Records shall consist of all information not required to be in the student's permanent record and may include:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores



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TITLE: DOCUMENT RETENTION & DESTRUCTIVE POLICY

4. Reports of psychological evaluations including information on intelligence, personality and academic information through test administration, observation or interviews
5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities
7. Teachers' anecdotal records
8. Disciplinary information
9. Special education files including the reports on which placement or non-placement was based and all records and tape recordings relating to special education placement hearings and appeals
10. Any verified reports or information from non-educational persons, agencies or organizations
11. Other verified information of clear relevance to the education of the student
12. Record of release of temporary record information to individuals not on the school staff

3.0 INSPECTION OF STUDENT RECORDS

1. Parents shall have the right to inspect, challenge and copy student records of that parent's child until one of the following events occurs:
 - a) The student attains 21 years of age; or
 - b) The student attains 18 years of age-and declares himself or herself financially independent of his or her parents.
2. Students shall have the right to inspect and copy their permanent record. Students shall not have access to
their temporary records until they:
 - a) Attain 18 years of age
 - b) graduate or,
 - c) Assume financial independence.
3. Student records shall be made available to parents and eligible students within fifteen (15) school days of the time a written request for review is submitted to the records custodian.



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TITLE: DOCUMENT RETENTION & DESTRUCTION POLICY

4. Whenever access to student records is granted to parents or students, a qualified staff member shall be present to interpret information contained in these records.
5. Copies of student records shall be provided to eligible parents or students at a cost of 25 cents per page. No parent or student shall be denied a requested copy of student records due to inability to bear the cost of such copying.
6. Whenever a parent or student desires a copy of information contained in the student's records, he or she shall:
 - a) Submit a written request to the student's counselor; and
 - b) Pay the school 25 cents per page of copy.

4.0 RIGHT TO CONTROL ACCESS OF STUDENT RECORDS

School officials shall release student records to the official records custodian of another school in which the student has enrolled or intends to enroll upon the written request of such official or student, provided that the parent receives prior written notice of the nature and substance of the information to be transferred. Parents may, upon written request, inspect copy and challenge such information.

Once parents have been notified of their right to inspect, copy and challenge information to be transferred to another school and the parents do not respond within ten (10) school days, the records shall be forwarded to the requesting school.



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4.1 ACCESS TO RECORDS WITHOUT PARENT CONSENT

1. School staff members who have a current and legitimate educational interest in the student records shall have access as needed for professional purposes to both the student's permanent and temporary records.
2. School officials shall release student records without parent permission pursuant to a valid court order or subpoena presented by local, state or federal officials. However, the school officials shall notify the parents in writing regarding the judicial order and the information so provided.
3. Student records may be made available to researchers for statistical purposes, provided that: a) Permission has been received from the State Superintendent of Education; and b) No student or parent shall be personally identified from the information released.
4. Information may be released without parental consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.
5. If a student is 18 years of age and the student is financially independent of parents, the student may request the parents be denied access to his or her records.
6. A student who desires to declare himself or herself financially independent of his or her parents shall submit a request in writing to the school's records custodian.

5.1 CHALLENGE PROCEDURES

1. A parent shall have the right to challenge the accuracy, relevance or propriety of any entry in the student records of his or her child, exclusive of grades. A request to challenge the contents of a student record shall be made in writing to the school by the parents and shall state in specific terms what entries in their child's record are being challenged.
2. The Principal shall conduct an informal conference with the parents within fifteen (15) school days of the receipt of the written challenge.

6.1 MAINTENANCE OF SCHOOL RECORDS

1. Student permanent records and the information contained therein shall be maintained for a period of sixty (60) years after the student has transferred, graduated or permanently



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withdrawn from school.

2. Student temporary records shall be maintained until August 1st of the year the student transfers, graduates or permanently withdraws from school. The records of special education students shall be maintained for a period of three (3) years. Information maintained by staff members for their exclusive use shall be destroyed by the staff member maintaining the information no later than the student's transfer, graduation or permanent withdrawal from the school.
3. The Principal shall be responsible for having all student records verified and to eliminate or correct all out-of-date, misleading, inaccurate, unnecessary or irrelevant information on all students' files.

7.0 OTHER DOCUMENTS

Important documentation such as by-laws, tax- exempt status, contract agreements, insurance policies and etc, are copied and scanned into a pdf file. The hard copies of filed in the perspective binder and locked in the metal cabinet.

While the electronic copy of the document will be put into a perspective folder within the company network folder. In case of an emergency or accident, there is the hard copy as well as the electronic copies. The Company network can only be accessed by the Business Department.

Financial documentation is copied and scanned into the accounting system called Financial Edge. The hard copies are filed away in its perspective order and place and locked the metal cabinets. The electronic copies are attached to its perspective vendor, invoice, or journal entry once it is scanned into the "Scan Later" folder.

Documentation upon Board minutes are documented and sealed in a folder. That folder is put away in a locked drawer by the Administrator



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TITLE: WHISTLEBLOWER POLICY

Employees must observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. For this reason, employees, with reasonable grounds, are encouraged to report violations or suspected violations of state or federal law as well as violations or suspected violations of Noble Street Charter School policies.

Examples of matters which should be reported include awareness of false or misleading information in NNCS's financial statements or other public or legal documents, situations where false information is provided to or withheld from auditors or government officials, forgery or alteration of documents, misappropriation or misuse of NNCS supplies, funds or other assets, or authorizing or receiving compensation for goods or services not received.

1.0 NO RETALIATION

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequences. Another employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment.

An employee, however, may not make an allegation regarding unlawful or unethical behavior that is without foundation or knowingly false. If an employee makes an allegation in this manner, NNCS will view this as a serious disciplinary offense.

2.0 REPORTING VIOLATIONS

Employees are encouraged to report unlawful or unethical conduct to their Supervisor, the Chief Executive Officer, the Chief Financial Officer, the Chief Administrative Officer or the Audit and Finance Committee. Supervisors shall, upon receipt of a report of unlawful or unethical conduct, immediately report such acts to their Supervisor. In order to facilitate the reporting of suspected misconduct, the Chief Administrative Officer can be contacted directly at (973) 493-4926 to report suspected misconduct at any level of the organization. Employees may choose to report suspected violations on a confidential basis or anonymously. Reports will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.



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TITLE: BOARD OF DIRECTORS

Our Board of Directors governs the Noble Street Charter School. The Board of Directors includes up to twenty-five seasoned business and professional men and women. The board is responsible for setting board organizational policy, fiscal oversight and hiring and evaluating the Superintendent and CEO.

Directors are elected to one year, renewable terms. The board meets at least six times throughout our fiscal year.

Noble Street Charter School also has an Audit and Finance Committee which meet on a quarterly basis to review Noble's financial position.

Both board committees receive financial reports on a quarterly basis.

The Network Administrator is responsible for recording and maintaining all board meeting minutes.



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TITLE: CONFLICT OF INTEREST POLICY

1.0 INTRODUCTION

The purpose of this section is to describe our conflict of interest policy.

2.0 POLICY

All employees and others acting on behalf of Noble Network of Charter Schools must be free of interest that could adversely influence their judgment, objectivity or loyalty to the organization when conducting business activities or other assignments for the Network. Any potential conflict of interest raised by any activity or assignment must be immediately disclosed to management.

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TITLE: IT USER ACCESS RIGHTS

1.0 INTRODUCTION

The purpose of this section is to describe the policies and procedures regarding user access rights for active and terminated employees.

2.0 POLICY

User access rights are controlled by IT Department with the exception of our accounting software the Financial Edge system. IT and Accounting work together to make sure all user access is updated and correct. HR is responsible for informing IT and Accounting of any position change or terminated employees. IT and Accounting then update user access rights accordingly.

3.0 PROCESS

1. HR informs IT and Finance via email of any employee changes including terminated employees.
2. IT updates user access right as needed. This includes email, PowerSchool, pc access, citrix and other systems.
3. If employee changes require access right changes to the Financial Edge system, Finance is responsible for making this update.

Appendix 4.3.a – Facilities Options

Noble has not yet secured facilities nor advanced far enough through the process to provide the facilities documents requested for Tier I. This includes the following, which we will provide for Tier II:

- Attach detailed space requirements for the proposed school(s) (e.g. square footage, number and type of classrooms, amenities, etc.), including any special features required to properly implement the proposed model.
- ADA Compliance Report for each proposed facility site
- Inspecting Architect's Report for each proposed facility site
- Letter of Intent or Memorandum of Understanding (if available)
- Rehabilitation plan
- Sources and Uses of Funds Report

EXHIBIT 2.

GREEN-LIGHTING CRITERIA

To grow and fulfill our mission without compromising our service to current students, we will prioritize continued performance and enduring organizational health.

	NO	YES
Performance <ul style="list-style-type: none"> We achieve the minimum average ACT score. We achieve the minimum average ACT growth. We achieve the minimum average college graduation rate, post-Class of '10. 	<20 <5.2 <30%	≥20 ≥5.2 ≥30%
Talent <ul style="list-style-type: none"> We have sufficient Noble-quality hires per open position. We retain the minimum percentage of school-based staff annually. 	<3 <75%	≥3 ≥75%
Enrollment <ul style="list-style-type: none"> We predict sufficient demand to meet our enrollment target threshold. 	<90%	≥90%
Student Population <ul style="list-style-type: none"> We predict a sufficient free/reduced lunch percentage. 	<80%	≥80%
Financials <p><i>Campus Proposed</i></p> <ul style="list-style-type: none"> The campus proposed is within our range for occupancy cost per pupil. The campus proposed is within our range for capital expenditures. At scale, the campus will pay for all expenses on public funds. The proposed campus will not reduce the budget of any existing campus. <p><i>Overall Network Indicators</i></p> <ul style="list-style-type: none"> We maintain sufficient cash reserves. We maintain a sufficient liquidity ratio. We maintain our current amount of net assets percentage. We keep administrative costs to a sufficiently low percentage of revenue. 	>\$1500 No No No <\$15M <1:3 <30% >10%	≤\$1500 Yes Yes Yes ≥\$15M ≥1:3 ≥30% ≤10%
Leadership <p>We have the school leadership needed to manage the school successfully.</p>	No	Yes