



CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY  
AND RELATED DOCUMENTS

ISSUED TO

**NEW BRANCHES CHARTER ACADEMY**  
**(A PUBLIC SCHOOL ACADEMY)**

BY THE

**CENTRAL MICHIGAN UNIVERSITY**  
**BOARD OF TRUSTEES**  
**(AUTHORIZING BODY)**

JULY 1, 2014

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**REAUTHORIZING RESOLUTION**

## REAUTHORIZATION OF PUBLIC SCHOOL ACADEMY

**New Branches Charter Academy**

## Recitals:

1. At its December 4, 2008, meeting this board reauthorized the issuance of a contract to charter as a public school academy to New Branches Charter Academy (formerly known as New Branches School). On July 1, 2009, the contract was effective.
2. The contract of this academy expires June 30, 2014.
3. The Governor John Engler Center for Charter Schools has completed its evaluation and assessment of the operation and performance of New Branches Charter Academy.
4. The university president or designee has recommended the reissuance of a contract to charter as a public school academy to New Branches Charter Academy. The term of the contract is recommended for a term not to exceed five (5) years.

BE IT RESOLVED, That this board approves and authorizes the execution of a contract to charter as a public school academy to New Branches Charter Academy for a term not to exceed five (5) years and authorizes the chair of the board to execute a contract to charter as a public school academy and related documents between New Branches Charter Academy and the Central Michigan University Board of Trustees, provided that, before execution of the contract, the university president or designee affirms that all terms of the contract have been agreed upon and New Branches Charter Academy is able to comply with all terms and conditions of the contract.

CMU BDT APPROVED

Date: 5/1/14Signature: Mary Jane Flanagan

## PROPOSED RESOLUTION: CONSENT AGENDA

*Public School Academy Board of Directors: Method of Selection, Appointment, and Removal*

BE IT RESOLVED, That the policy titled Public School Academy Board of Directors: Method of Selection, Appointment, and Removal as amended and dated December 7, 2006, is adopted; and Be it further

RESOLVED, That these provisions shall be implemented with new charter contracts and shall be phased in as existing charter contracts are reissued. The charter schools office is authorized to negotiate changes in the terms and conditions of charter contracts to fully implement these provisions.

**CMU BDT APPROVED**

Date 06-12-07

Signature Hayden Murphy

## **Public School Academy Board of Directors: Method of Selection, Appointment, and Removal**

The Central Michigan University Board of Trustees declares that the method of selection, length of term, and number of board members shall be as follows.

### **Method of Selection and Appointment**

The Central Michigan University Board of Trustees ("University Board") shall prescribe the method of appointment for members of an academy's board of directors. The director of the charter schools office is authorized to develop and administer an academy board selection and appointment process that includes an *Application for Public School Academy Board Appointment* and is in accord with these policies:

- a. The University Board shall appoint the initial and subsequent academy board of directors by resolution, except as prescribed by subparagraph d. The director of the charter schools office shall recommend qualified individuals to the University Board.
- b. The academy board of directors, by resolution and majority vote, shall nominate its subsequent members, except as provided otherwise. The academy board of directors shall recommend to the director of the charter schools office at least one nominee for each vacancy. Nominees shall submit the *Application for Public School Academy Board Appointment* for review by the charter schools office. The director of the charter schools office may or may not recommend the appointment of a nominee submitted by the academy board. If the director of the charter schools office does not recommend the appointment of a nominee submitted by the academy board, he/she may select and recommend another nominee or may request the academy board submit a new nominee for consideration.
- c. An individual appointed to fill a vacancy created other than by the expiration of a term shall be appointed for the unexpired term of that vacant position.
- d. Under exigent conditions, and with the approval of the University Board's chair and the president, the director of the charter schools office may appoint a qualified individual to an academy's board of directors. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. The University Board reserves the right to review, rescind, modify, ratify, or approve any appointments made under this provision.

### **Length of Term**

The director of an academy board shall serve at the pleasure of the University Board. Terms of the initial positions of the academy board of directors which shall be staggered in accordance with *The Academy Board of Directors Table of Staggered Terms and Appointments* established and administered by the director of the charter schools office. Subsequent appointments shall be for a term of office not to exceed of four (4) years, except as prescribed by *The Academy Board of Directors Table of Staggered Terms and Appointments*.

### **Removal and Suspension**

If the University Board determines that an academy board member's service in office is no longer necessary, then the University Board may remove an academy board member with or without cause and shall specify the date when the academy board member's service ends. An academy board member may also be removed from office by a two-thirds (2/3) vote of the academy's board for cause.

With the approval of the University Board's chair and the president, the director of the charter schools office may suspend an academy board member's service, if in his/her judgment the person's continued presence would constitute a risk to persons or property, or would seriously impair the operation of the academy. Any suspension made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. The University Board reserves the right to review, rescind, modify, ratify, or approve any suspensions made under this provision.

### **Number of Directors**

The number of members of the academy board of directors shall not be less than five (5) nor more than nine (9). If the academy board of directors fails to maintain its full membership by making appropriate and timely nominations, the University Board or its designee may deem that failure an exigent condition.

### **Qualifications of Academy Board Members**

To be qualified to serve on an academy's board of directors, a person shall, among other things: (a) be a citizen of the United States; (b) be a resident of the state of Michigan; (c) submit all materials requested by the charter schools office including, but not limited to, the *Application for Public School Academy Board Appointment* which must include authorization to process a criminal background check; and (d) annually submit a conflict of interest disclosure as prescribed by the charter schools office.

The members of an academy board of directors shall not include: (a) employees of the academy; (b) any director, officer, or employee of a service provider or management company that contracts with the academy; (c) a Central Michigan University official or employee, as a representative of Central Michigan University.

### **Oath of Public Office**

All members of the academy board of directors must take the constitutional oath of office and sign the *Oath of Public Office* before beginning their service. No appointment shall be effective prior to the filing of The *Oath of Public Office* shall be filed with the charter schools office.

**Note:** These provisions shall be implemented with new charter contracts and shall be phased in as existing charter contracts are reissued or amended. The charter schools office is authorized to negotiate changes in the terms and conditions of charter contracts to fully implement these provisions.

**Amended by CMU Board of Trustees: 06-1207.**

**Adopted by CMU Board of Trustees: 98-0918.**

**TERMS AND CONDITIONS**

**TERMS AND CONDITIONS  
OF CONTRACT**

**DATED: JULY 1, 2014**

**ISSUED BY**

**CENTRAL MICHIGAN UNIVERSITY BOARD OF TRUSTEES**

**CONFIRMING THE STATUS OF  
NEW BRANCHES CHARTER ACADEMY**

**AS A**

**PUBLIC SCHOOL ACADEMY**

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WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and

WHEREAS, all public schools are subject to the leadership and general supervision of the State Board of Education; and

WHEREAS, the Legislature has authorized an alternative form of public school designated a "public school academy" to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and

WHEREAS, the Legislature has delegated to the governing boards of state public universities, community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and

WHEREAS, pursuant to Part 6a of the Revised School Code ("Code"), the Central Michigan University Board of Trustees ("University Board") has considered and has approved the issuance of a contract to New Branches Charter Academy ("the Academy");

NOW, THEREFORE, pursuant to the Code, the University Board issues a contract conferring certain rights, franchises, privileges, and obligations and confirms the Academy's status as a public school academy. In addition, the parties agree that the issuance of this Contract is subject to the following terms and conditions:

## **ARTICLE I DEFINITIONS**

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (a) "Academy" means the Michigan nonprofit corporation named New Branches Charter Academy which is established as a public school academy pursuant to this Contract.
- (b) "Academy Board" means the Board of Directors of the Academy.
- (c) "Applicable Law" means all state and federal law applicable to public school academies.
- (d) "Application" means the public school academy application and supporting documentation submitted to the University for the establishment of the Academy.
- (e) "Code" means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1852 of the Michigan Compiled Laws.
- (f) "Contract" means, in addition to the definition set forth in the Code, these Terms and Conditions, the Reauthorizing Resolution, the Method of Selection, Appointment, and Removal Resolution, the Schedules, the Educational Service Provider Policies, the Master Calendar and the Application.

- (g) "Director" means a person who is a member of the Academy Board of Directors.
- (h) "Educational Service Provider" or "ESP" means an educational management organization, or employee leasing company, as defined under section 503c of the Code, MCL 380.503c.
- (i) "Educational Service Provider Policies" means the Educational Service Provider Policies, as may be amended, issued by The Governor John Engler Center for Charter Schools at Central Michigan University.
- (j) "Management Agreement or ESP Agreement" means an agreement as defined under section 503c of the Code, MCL 380.503c.
- (k) "Master Calendar" means the Master Calendar of Reporting Requirements as annually issued by The Governor John Engler Center for Charter Schools at Central Michigan University setting forth reporting and document submission requirements for the Academy.
- (l) "Method of Selection, Appointment, and Removal Resolution" means the policy adopted by resolution of the University Board on September 18, 1998, and amended on December 7, 2006, establishing the standard method of selection and appointment, length of term, removal and suspension, number of directors and qualifications of academy board members for public school academies issued a Contract by the University Board.
- (m) "Reauthorizing Resolution" means the resolution adopted by the University Board on May 1, 2014, approving the issuance of a Contract to the Academy.
- (n) "Schedules" means the following Contract documents of the Academy: Schedule 1: Restated Articles of Incorporation, Schedule 2: Amended Bylaws, Schedule 3: Fiscal Agent Agreement, Schedule 4: Oversight, Compliance and Reporting Agreement, Schedule 5: Description of Staff Responsibilities, Schedule 6: Physical Plant Description, Schedule 7: Required Information for Public School Academy, and Schedule 8: Information Available to the Public and the Center.
- (o) "State Board" means the State Board of Education, established pursuant to Article 8, Section 3 of the 1963 Michigan Constitution and MCL 388.1001 et seq.
- (p) "State School Aid Fund" means the State School Aid Fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963, as amended.
- (q) "Terms and Conditions" means this document entitled "Terms and Conditions of Contract, Dated July 1, 2014, Issued by the Central Michigan University Board of Trustees Confirming the Status of New Branches Charter Academy as a Public School Academy."
- (r) "The Governor John Engler Center for Charter Schools" or "The Center" means the office designated by the University Board as the initial point of contact for public school academy applicants and public school academies authorized by the University Board. The Center is also responsible for administering the University Board's responsibilities with respect to the Contract.

- (s) "The Governor John Engler Center for Charter Schools Director" or "The Center Director" means the person designated at the University to administer the operations of the Center.
- (t) "University" means Central Michigan University, established pursuant to Article 8, sections 4 and 6 of the 1963 Michigan Constitution and MCL 390.551 et seq.
- (u) "University Board" means the Central Michigan University Board of Trustees.
- (v) "University Charter Schools Hearing Panel" or "Hearing Panel" means such persons as designated by the University President.
- (w) "University President" means the President of Central Michigan University or his or her designee. In section 1.1(v) above, "University President" means the President of Central Michigan University.

Section 1.2. Captions. The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 1.3. Gender and Number. The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 1.4. Statutory Definitions. Statutory terms defined in the Code shall have the same meaning in this Contract.

Section 1.5. Schedules. All Schedules to this Contract are incorporated into, and made part of, this Contract.

Section 1.6. Application. The Application submitted to the University Board for the establishment of the Academy is incorporated into, and made part of, this Contract. To the extent there is a difference between the Contract and the Application, the Contract shall control.

Section 1.7. Conflicting Contract Provisions. In the event that there is a conflict between language contained in the provisions of this Contract, the Contract shall be interpreted as follows: (i) The Method of Selection, Appointment, and Removal Resolution shall control over any other conflicting language in the Contract; (ii) the Reauthorizing Resolution shall control over any other conflicting language in the Contract with the exception of language in The Method of Selection, Appointment, and Removal Resolution; (iii) the Terms and Conditions shall control over any other conflicting language in the Contract with the exception of language in The Method of Selection, Appointment, and Removal Resolution and the Reauthorizing Resolution; and (iv) the Restated Articles of Incorporation shall control over any other conflicting language in the Contract with the exception of language in the Method of Selection, Appointment, and Removal Resolution, Reauthorizing Resolution and these Terms and Conditions.

## **ARTICLE II**

### **RELATIONSHIP BETWEEN THE ACADEMY AND THE UNIVERSITY BOARD**

Section 2.1. Constitutional Status of Central Michigan University. Central Michigan University is a constitutionally established body corporate operating as a state public university. In approving this Contract, the University Board voluntarily exercises additional powers given to the

University Board to authorize public school academies. Nothing in this Contract shall be deemed to be any waiver of Central Michigan University's autonomy or powers and the Academy shall not be deemed to be a part of Central Michigan University.

Section 2.2. Independent Status of the Academy. The Academy is a body corporate and governmental entity authorized by the Code. It is organized and shall operate as a public school academy and a nonprofit corporation. It is not a division or part of Central Michigan University. The relationship between the Academy and the University Board is based solely on the applicable provisions of the Code and the terms of this Contract or other agreements between the University Board and the Academy.

Section 2.3. Financial Obligations of the Academy Are Separate From the State of Michigan, University Board and the University. Any contract, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the University Board, or the University. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the University Board or the University shall ever be pledged for the payment of any Academy contract, mortgage, loan or other instrument of indebtedness.

Section 2.4. Academy Has No Power To Obligate or Bind the State of Michigan, the University Board or the University. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan, the University Board or the University, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, the University Board or the University in any way guarantee, are financially obligated, or are in any way responsible for any contract, mortgage, loan or other instrument of indebtedness entered into by the Academy.

### **ARTICLE III ROLE OF THE UNIVERSITY BOARD AS AUTHORIZING BODY**

Section 3.1. University Board Resolutions. The University Board has adopted a resolution, hereinafter The Method of Selection, Appointment, and Removal Resolution, providing for the method of selection and appointment, length of term, removal and suspension, number of Directors and the qualifications of Directors. The University Board has adopted a Reauthorization Resolution which approves the issuance of this Contract. The Reauthorization Resolution and the Method of Selection, Appointment, and Removal Resolution are hereby incorporated into this Contract. The University Board may, from time to time, amend the Method of Selection, Appointment, and Removal Resolution changing the method of selection, length of term, number of Directors and the qualifications of Directors. Any subsequent resolution of the University Board changing the Method of Selection, Appointment, and Removal Resolution shall automatically be incorporated into this Contract without the need for an amendment under Article IX of the Terms and Conditions.

Section 3.2. University Board as Fiscal Agent for the Academy. The University Board is the fiscal agent for the Academy. As fiscal agent, the University Board assumes no responsibility for the financial condition of the Academy. The University Board is not liable for any debt or liability incurred by or on behalf of the Academy Board, or for any expenditure approved by or on behalf of the Academy Board. Except as provided in the Oversight, Compliance and Reporting Agreement and Article X of these Terms and Conditions, the University Board shall promptly, within ten (10) business days of receipt, forward to the Academy all state school aid funds or other public or private funds received by the University Board for the benefit of the Academy. The responsibilities of the University Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule

3.

Section 3.3. Oversight Responsibilities of the University Board. The University Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The responsibilities of the Academy and the University Board are set forth in the Oversight, Compliance and Reporting Agreement and incorporated herein as Schedule 4.

Section 3.4. University Board Administrative Fee. The Academy shall pay the University Board an administrative fee to compensate the University Board for overseeing the Academy's compliance with the Contract and all Applicable Law.

Section 3.5. University Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from the University Board. The Academy shall submit a written request to the Center describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. Provided the Academy Board submits the written request to the Center at least sixty (60) days before the University Board's next regular meeting, the University Board may vote on whether to give express written permission for the acquisition at its next regular meeting.

Section 3.6. Authorization to Employ or Contract. The University Board authorizes the Academy Board to employ or contract for personnel according to the position information outlined in Schedule 5. The Academy Board shall prohibit any individual from being employed by the Academy or an Educational Service Provider, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the University for any purpose. With respect to Academy employees, the Academy shall have the power and responsibility to (i) select and engage employees; (ii) pay their wages, benefits, and applicable taxes; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. The Academy Board shall be responsible for carrying workers' compensation insurance and unemployment insurance for its employees.

The Academy Board may contract with an Educational Service Provider to provide comprehensive educational, administrative, management, or instructional services or staff to the Academy. Before entering into a Management Agreement with an Educational Service Provider, the Academy Board shall first comply with the Educational Service Provider Policies issued by the Center. Any Management Agreement entered into by the Academy shall also comply with Section 11.2 and 12.10 of these Terms and Conditions. A copy of the Management Agreement between the Academy Board and the Educational Service Provider shall be incorporated into this Contract under Schedule 5 and in accordance with Article IX, as applicable.

Section 3.7. Teacher Certification and Teaching Methods. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule. The Academy may use noncertificated individuals to teach as follows:

- a. The Academy may use, as a classroom teacher in any grade, a faculty member who is employed full-time by the University and who has been granted institutional tenure, or has been designated as being on tenure track by the University.
- b. In any other situation in which a school district is permitted under the Code to use

noncertificated teachers.

The Academy may develop and implement new teaching techniques or methods or significant revisions to known teaching techniques or methods, and shall report those to the Center and state board to be made available to the public. The Academy may use any instructional technique or delivery method that may be used by a school district.

Section 3.8. Administrator and Teacher Evaluation Systems. If the Academy Board adopts and implements for all teachers and school administrators a performance evaluation system that complies with section 1249(7) of the Code, then the Academy Board is not required to implement a performance evaluation system that complies with section 1249(2) and (3). If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider adopts a performance evaluation system that complies with this section.

Section 3.9. Teacher and Administrator Job Performance Criteria. The Academy Board shall implement and maintain a method of compensation for its teachers and school administrators in accordance with Applicable Law. If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider complies with this section.

#### **ARTICLE IV REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY**

Section 4.1. Limitation on Actions in Performance of Governmental Functions. The Academy shall act exclusively as a governmental entity and shall not undertake any action inconsistent with its status as a body corporate authorized to receive state school aid funds pursuant to Section 11 of Article IX of the State Constitution of 1963.

Section 4.2. Other Permitted Activities.

- (a) Nothing in this Contract shall prohibit the Academy from engaging in other lawful activities that are not in derogation of the Academy's status as a public school or that would not jeopardize the eligibility of the Academy for state school aid funds. Except as provided for the agreements identified below in paragraph (b) of this Section 4.2, the Academy may enter into agreements with other public schools, governmental units, businesses, community and nonprofit organizations where such agreements contribute to the effectiveness of the Academy or advance education in this state.
- (b) The Academy shall submit to the Center for prior review the following agreements:
  - (i) In accordance with the Center's Educational Service Provider Policies, as may be amended, a draft copy of any Educational Service Provider Management Agreement and any amendments to such Management Agreements;
  - (ii) In accordance with the Master Calendar, a draft copy of any Academy deed or lease, amendments to existing leases or any new leasing agreements for any Academy facility; and
  - (iii) In accordance with the Master Calendar, draft long-term or short-term financing closing documents and intercept requests.

Section 4.3. Academy Board Members Serve In Their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity, shall be deemed ineligible to continue to serve as a Director of the Academy Board. A Director who violates this section shall be removed from office, in accordance with the removal provisions found in the Method of Selection, Appointment and Removal Resolution and Contract Schedule 2: Amended Bylaws.

Section 4.4. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, being MCL 15.181 et seq. of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 et seq. of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited conflicts of interest for purposes of this Contract:

- (a) An individual simultaneously serving as an Academy Board member and an owner, officer, director, employee or consultant of an Educational Service Provider or an employee leasing company that has an agreement with the Academy;
- (b) An individual simultaneously serving as an Academy Board member and an Academy employee;
- (c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;
- (d) An individual simultaneously serving as an Academy Board member and a member of the governing board of another public school; and
- (e) An individual simultaneously serving as an Academy Board member and a University official, employee, or paid consultant, as a representative of the University.

Section 4.5. Prohibition of Identified Family Relationships. The Academy Board shall prohibit specifically identified family relationships pursuant to applicable law and the Terms and Conditions of this Contract. Language in this Section controls over section 1203 of the Code. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

- (a) No person shall be appointed or reappointed to serve as an Academy Board member if the person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner:
  - (i) Is employed by the Academy;
  - (ii) Works at or is assigned to the Academy; or
  - (iii) Has an ownership, officer, policymaking, managerial, administrative non-clerical, or other significant role with the Academy's Educational Service Provider or employee leasing company.

Section 4.6. Oath of Public Office. Before entering upon the duties of a public school board member, each Academy Board member shall take the constitutional oath of office as required by the Code

and as set forth in the Method of Selection, Appointment and Removal Resolution.

## **ARTICLE V CORPORATE STRUCTURE OF THE ACADEMY**

Section 5.1. Nonprofit Corporation. The Academy shall be organized and operate as a public school academy corporation organized under the Michigan Nonprofit Corporation Act, as amended, Act No. 162 of the Public Acts of 1982, being Sections 450.2101 to 450.3192 of the Michigan Compiled Laws. Notwithstanding any provision of the Michigan Nonprofit Corporation Act, as amended, the Academy shall not take any action inconsistent with the provisions of Part 6A of the Code or other Applicable Law.

Section 5.2. Articles of Incorporation. The Restated Articles of Incorporation of the Academy, as set forth in Schedule 1, shall be the Articles of Incorporation of the Academy.

Section 5.3. Bylaws. The Amended Bylaws of the Academy, as set forth in Schedule 2, shall be the Bylaws of the Academy.

## **ARTICLE VI OPERATING REQUIREMENTS**

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the Governance Structure as set forth in Schedule 7a. The Academy shall have four officers: President, Vice-President, Secretary and Treasurer. The officer positions shall be filled by persons who are members of the Academy Board. A description of their duties is included in Schedule 2.

Section 6.2. Educational Goal and Related Measures. The Academy shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement of the educational goal and related measures identified in Schedule 7b and the results of the academic assessments identified in Schedule 7e. Upon request, the Academy shall provide the Center with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal.

Section 6.3. Educational Programs. The Academy shall implement, deliver and support the educational programs identified in Schedule 7c.

Section 6.4. Curriculum. The Academy shall implement, deliver and support the curriculum identified in Schedule 7d.

Section 6.5. Methods of Pupil Assessment. The Academy shall properly administer the academic assessments identified in Schedule 7e and in accordance with the requirements detailed in the Master Calendar annually issued by the Center. The Academy shall provide the Center direct access to the results of these assessments, along with any other measures of academic achievement reasonably requested by the Center.

Section 6.6. Application and Enrollment of Students. The Academy shall comply with the application and enrollment requirements identified in Schedule 7f.

Section 6.7. School Calendar and School Day Schedule. The Academy shall comply with the school calendar and school day schedule requirements as set forth in Schedule 7g.

Section 6.8. Age or Grade Range of Pupils. The Academy shall comply with the age or grade ranges as stated in Schedule 7h.

Section 6.9. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 6.10. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles, and accounting system requirements that comply with the State School Aid Act of 1979, as amended, the Uniform Budgeting and Accounting Act, MCL 141.421, *et seq.*, and applicable State Board and Michigan Department of Education rules.

Section 6.11. Annual Financial Statement Audit. The Academy shall conduct an annual financial statement audit prepared and reviewed by an independent certified public accountant. The Academy shall submit the annual financial statement audit and auditor's management letter to the Center in accordance with the Master Calendar. The Academy Board shall provide to the Center a copy of any responses to the auditor's management letter in accordance with the Master Calendar.

Section 6.12. Address and Description of Physical Plant. The address and description of the physical plant for the Academy is set forth in Schedule 6. With the approval of the University Board, the Academy Board may operate the same configuration of age or grade levels at more than one (1) site if each configuration of age or grade levels and each site identified in Schedule 6 are under the direction and control of the Academy Board. University Board consideration regarding requests to add additional site(s) shall include, but not be limited to, the Academy Board's demonstration that it meets all statutory requirements under the Code.

Section 6.13. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of Central Michigan University.

Section 6.14. Disqualified Organizational or Contractual Affiliations. The Academy shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the state or federal constitutions, the Academy shall not be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization. Nothing in this Section shall be deemed to diminish or enlarge the civil and political rights, privileges and capacities of any person on account of his or her religious belief.

Section 6.15. Method for Monitoring Academy's Compliance with Applicable Law and its Targeted Educational Outcomes. The Academy shall perform the compliance certification duties required by the University Board as outlined in the Oversight, Compliance and Reporting Agreement set forth as Schedule 4. In addition to the University Board's oversight responsibilities and other Academy compliance and reporting requirements set forth in this Contract, the Academy's compliance with the annual Master Calendar shall serve as one means by which the University will monitor the Academy's compliance with Applicable Law.

Section 6.16. Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft copy of the agreement to the Center for review. Any matriculation agreement entered into by the Academy shall be added to the Schedules through a contract amendment approved in accordance with the Contract. Until the matriculation agreement is incorporated into the Contract, the Academy is prohibited from granting an

enrollment priority to any student pursuant to that matriculation agreement.

## **ARTICLE VII TUITION PROHIBITED**

Section 7.1. Tuition Prohibited; Fees and Expenses. The Academy shall not charge tuition. The Academy may impose fees and require payment of expenses for activities of the Academy where such fees and payments are not prohibited by law.

## **ARTICLE VIII COMPLIANCE WITH STATE AND FEDERAL LAWS**

Section 8.1. State Laws. The Academy shall comply with applicable state laws. Nothing in this Contract shall be deemed to apply any other state law to the Academy.

Section 8.2. Federal Laws. The Academy shall comply with applicable federal laws. Nothing in this Contract shall be deemed to apply any other federal law to the Academy.

## **ARTICLE IX AMENDMENT**

Section 9.1. Amendments. The University Board and the Academy acknowledge that the operation and administration of a public school academy and the improvement of educational outcomes over time will require appropriate amendment of this Contract. In order to assure a proper balance between the need for independent development of the Academy and the statutory responsibilities of the University Board as an authorizing body, the parties have established a flexible process for amending this Contract.

Section 9.2. Process for Amendment Initiated by the Academy. The Academy, by a majority vote of its Board of Directors, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The proposal will be made to the University Board through its designee. The University Board delegates to the Center Director the review and approval of changes or amendments to this Contract. In the event that a proposed change is not accepted by the Center Director, the University Board may consider and vote upon a change proposed by the Academy following an opportunity for a presentation to the University Board by the Academy.

Section 9.3. Process for Amendment Initiated by the University Board. The University Board, or an authorized designee, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The University Board delegates to the Center Director the review and approval of changes or amendments to this Contract. The Academy Board may delegate to a Director of the Academy the review and negotiation of changes or amendments to this Contract. The Contract shall be amended as requested by the University Board upon a majority vote of the Academy Board.

Section 9.4. Final Approval of Amendments. Amendments to this Contract take effect only after they have been approved by the Academy Board and by the University Board or the Center Director. If the proposed amendment conflicts with any of the University Board's general policies on public school academies, the proposed amendment shall take effect only after approval by the Academy Board and the University Board.

Section 9.5. Change in Existing Law. If, after the effective date of this Contract, there is a

change in Applicable Law which alters or amends the responsibilities and obligations of either the Academy or the University Board, this Contract shall be altered or amended to reflect the change in existing law as of the effective date of such change. To the extent possible, the responsibilities and obligations of the Academy and the University Board shall conform to and be carried out in accordance with the change in Applicable Law.

## **ARTICLE X CONTRACT REVOCATION, TERMINATION, AND SUSPENSION**

Section 10.1. Statutory Grounds for Revocation. In addition to the other grounds for revocation in Section 10.2 and the automatic revocation in Section 10.3 of these Terms and Conditions, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.7, upon a determination that one or more of the following has occurred:

- (a) Failure of the Academy to demonstrate improved pupil academic achievement for all groups of pupils or abide by and meet the educational goal and related measures set forth in this Contract;
- (b) Failure of the Academy to comply with all Applicable Law;
- (c) Failure of the Academy to meet generally accepted public sector accounting principles and to demonstrate sound fiscal stewardship; or
- (d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.2. Other Grounds for Revocation. In addition to the statutory grounds for revocation set forth in Section 10.1 and the grounds for an automatic revocation set forth in Section 10.3, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.7, upon a determination that one or more of the following has occurred:

- (a) The Academy fails to achieve or demonstrate measurable progress toward achieving the educational goal and related measures identified in this Contract;
- (b) The Academy fails to properly implement, consistently deliver, and support the educational programs or curriculum identified in this Contract;
- (c) The Academy is insolvent, has been adjudged bankrupt, or has operated for two or more school fiscal years with a fund balance deficit;
- (d) The Academy has insufficient enrollment to successfully operate a public school academy, or the Academy has lost more than fifty percent (50%) of its student enrollment from the previous school year;
- (e) The Academy fails to fulfill the compliance and reporting requirements or defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract or, during the term of this Contract, it is discovered by the Center that the Academy failed to fulfill the compliance and reporting requirements or there was a violation of a prior Contract issued by the University Board;

- (f) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services without first obtaining the Center's approval;
- (g) The Center Director discovers grossly negligent, fraudulent or criminal conduct by the Academy's applicant(s), directors, officers, employees or agents in relation to their performance under this Contract; or
- (h) The Academy's applicant(s), directors, officers, employees or agents have provided false or misleading information or documentation to the Center in connection with the University Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law.

Section 10.3. Automatic Amendment or Revocation and Procedures Initiated by State of Michigan. If the University is notified by the Superintendent of Public Instruction that the Academy is subject to closure under the Code ("State's Automatic Closure Notice"), and the Academy is currently not undergoing a reconstitution as part of a Plan of Correction developed under Section 10.7(c), then this Contract shall automatically be amended to eliminate the Academy's authority to operate certain age and grade levels at the site or sites identified in the State's Automatic Closure Notice at the end of the current fiscal year. If the State's Automatic Closure Notice includes all of the Academy's existing sites, then this Contract shall automatically be revoked at the end of the current fiscal year in which the notice is received without any further action of the University Board or the Academy. The University Board's revocation procedures set forth in Section 10.7(c) do not apply to an automatic revocation initiated by the State.

Following the receipt of the State's Automatic Closure Notice, the Center Director shall forward a copy of the State's Automatic Closure Notice to the Academy Board and may request a meeting with the Academy to discuss plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy's existing sites are included in the State's Automatic Closure Notice, then wind-up and dissolution of the Academy corporation at the end of the fiscal year in which the notice was received. All Academy inquiries and requests for reconsideration of the State's Automatic Revocation Notice shall be directed to the Superintendent of Public Instruction, in a form and manner determined by that office or the Michigan Department of Education.

Section 10.4. Material Breach of Contract and Automatic Termination Caused by Placement of Academy in State School Reform/Redesign School District. The issuance of an order by the Superintendent of Public Instruction, pursuant to the Code, placing the Academy under the supervision of the State School Reform/Redesign Officer, shall constitute a material breach of this Contract. Following the issuance of the order, the Center Director shall send notice to the Academy Board of the material breach of this Contract. The Academy shall develop a corrective action plan that is acceptable to the Center Director, which may remedy the material breach. In addition to other matters, the corrective action plan shall include the Academy's redesign plan pursuant to the Code. The development of a corrective action plan under this Section 10.4 shall not in any way limit the rights of the University Board to revoke, suspend, or terminate this Contract. Placement in the State School Reform/Redesign School District pursuant to the Code may result in the University Board terminating this Contract at the end of the current fiscal year in which the Academy was placed in the State School Reform/Redesign School District. If this Contract is terminated pursuant to this Section 10.4, the revocation procedures in Section 10.7 shall not apply.

Section 10.5. Grounds and Procedures for Academy Termination of Contract. The Academy Board, by majority vote of its Directors, may, at any time and for any reason, request termination of this

Contract. The Academy Board's request for termination shall be made to the Center Director not less than ten (10) calendar months in advance of the Academy's proposed effective date of termination. Upon receipt of an Academy request for termination, the Center Director shall present the Academy Board's request for termination to the University Board. A copy of the Academy Board's resolution approving of the Contract termination, including a summary of the reasons for terminating the Contract, shall be included with the Academy Board's request for termination. Upon receipt of the Academy Board's request for termination, the University Board shall consider and vote on the proposed termination request. The University Board may, in its sole discretion, waive the ten (10) month advance notice requirement for terminating this Contract.

Section 10.6. Grounds and Procedures for University Termination of Contract. The University Board, in its sole discretion, reserves the right to terminate the Contract for any reason or for no reason provided that such termination shall not take place less than ten (10) months from the date of the University Board's action. The Center Director shall provide notice of the termination to the Academy. If during the period between the University Board action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the Contract may be revoked or suspended sooner pursuant to this Article X. Following issuance of this Contract, if there is a change in Applicable Law that the University Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the University Board to make changes in the Contract that are not in the best interest of the University Board or the University, then the University Board may terminate the Contract at the end of the Academy's fiscal year in which the University Board's decision to terminate is adopted. If this Contract is terminated pursuant to this Section 10.6, the revocation procedures in Section 10.7 shall not apply.

Section 10.7. University Board Procedures for Revoking Contract. Except for the automatic revocation and procedures initiated by the State of Michigan set forth in Section 10.3, the University Board's process for revoking the Contract is as follows:

- (a) Notice of Intent to Revoke. The Center Director, upon reasonable belief that grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.
- (b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the Center Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the Center Director prior to a review of the Academy Board's response.
- (c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, the Center Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the

deficiencies can be formulated. If the Center Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the Center Director shall develop a plan for correcting the non-compliance ("Plan of Correction") which may include Reconstitution per 10.7(d) of these Terms and Conditions. In developing a Plan of Correction, the Center Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be closed if the Center Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction.

- (d) University Board's Contract Reconstitution Provision. The Center Director may reconstitute the Academy in an effort to improve student educational performance or to avoid interruption of the educational process. Reconstitution may include, but is not limited to, one of the following actions: (i) removal of 1 or more members of the Academy Board; (ii) termination of at-will board appointments of 1 or more Academy Board members in accordance with The Method of Selection, Appointment and Removal Resolution; (iii) withdrawing approval of a contract under Section 506 of the Code; or (iv) the appointment of a new Academy Board of Directors or a trustee to take over operations of the Academy. If the Academy is at risk for closure under Part 6a of the Code, then the Center shall notify the Superintendent of Public Instruction of any Plan of Correction that includes a reconstitution of the Academy to ensure that the Academy is not included on the list of school buildings subject to automatic closure under the Code.
- (e) Request for Revocation Hearing. The Center Director may initiate a revocation hearing before the University Charter Schools Hearing Panel if the Center Director determines that any of the following has occurred:
- (i) the Academy Board has failed to respond to the Notice of Intent to Revoke as set forth in Section 10.7(b);
  - (ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;
  - (iii) the Academy Board's response admits violations of the Contract or Applicable Law which the Center Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the Center Director determines that a Plan of Correction cannot be formulated;
  - (iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;
  - (v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.7(c);
  - (vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or
  - (vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

The Center Director shall send a copy of the request for revocation hearing to the Academy Board at the same time the request is sent to the Hearing Panel. The request for revocation shall identify the reasons for revoking the Contract.

- (f) Hearing before the University Charter Schools Hearing Panel. Within thirty (30) days of receipt of a request for revocation hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the notice of hearing to the Center and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the Center Director's request for Contract revocation, and to make a recommendation to the University Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the Center Director and shall not last more than three hours. The hearing shall be transcribed and the cost shall be divided equally between the University and the Academy. The Center Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel may, however, question the Center Director and the Academy Board. Within thirty (30) days of the revocation hearing, the Hearing Panel shall make a recommendation to the University Board concerning the revocation of the Contract. For good cause, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the Center and the Academy Board at the same time that the recommendation is sent to the University Board.
- (g) University Board Decision. If the Hearing Panel's recommendation is submitted to the University Board at least fourteen (14) days before the University Board's next regular meeting, the University Board shall consider the Hearing Panel's recommendation at its next regular meeting and vote on whether to revoke the Contract. The University Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The University Board shall have available to it copies of the Hearing Panel's recommendation and the transcript from the hearing. The University Board may waive the fourteen (14) day submission requirement or hold a special board meeting to consider the Hearing Panel's recommendation. A copy of the University Board's decision shall be provided to the Center, the Academy Board and the Michigan Department of Education.
- (h) Effective Date of Revocation. If the University Board votes to revoke the Contract, the revocation shall be effective on the date of the University Board's act of revocation, or at a later date as determined by the University Board.
- (i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, may be withheld by the University Board or returned to the Michigan Department of Treasury upon request.

Section 10.8. Contract Suspension. The University Board's process for suspending the Contract is as follows:

- (a) The Center Director Action. If the Center Director determines, in his or her sole discretion, that certain conditions or circumstances exist such that the Academy Board:

- (i) has placed staff or students at risk;
  - (ii) is not properly exercising its fiduciary obligations to protect and preserve the Academy's public funds and property;
  - (iii) has lost its right to occupancy of the physical facilities described in Schedule 6, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities;
  - (iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Schedule 6;
  - (v) has willfully or intentionally violated this Contract or Applicable Law; or
  - (vi) has violated Section 10.2(g) or (h), then the Center Director may immediately suspend the Contract, pending completion of the procedures set forth in Section 10.7. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.7 shall be expedited as much as possible.
- (b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a decision by the Center Director to suspend the Contract, shall be retained by the University Board for the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury upon the State's request.
- (c) Immediate Revocation Proceeding. If the Academy Board, after receiving a notice of Contract suspension from the Center Director, continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a revocation hearing in accordance with the procedures set forth in section 10.7(e) of this Contract. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the Center and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The University Board shall proceed to consider the Hearing Panel's recommendation in accordance with sections 10.7(f) through (h).

## ARTICLE XI PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1. The Academy Budget. The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421, *et seq.* The Academy Board shall submit to the Center a copy of its annual budget for the upcoming fiscal year in accordance with the Master Calendar. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual budget. In accordance with the Master Calendar, revisions or amendments to the Academy's budget shall be submitted to the Center following Academy Board approval.

Section 11.2. Insurance. The Academy Board shall secure and maintain in its own name, as the

"first named insured," insurance coverage as required by the University's insurance carrier.

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The Academy may join with other public school academies to obtain insurance if the Academy Board finds that such an association provides economic advantages to the Academy, provided that each Academy maintains its identity as first named insured. The Academy shall list the University on the insurance policies as an additional insured as required by the University's insurance carrier. The coverage provided to the University as an additional covered person or organization will be primary and non-contributory with the University's insurance carrier. The Academy shall have a provision included in all policies requiring notice to the University, at least thirty (30) days in advance, upon termination or non-renewal of the policy for any reason other than nonpayment which would require a ten (10) day advance notice to the University. In addition, the Academy shall provide the Center copies of all insurance policies required by this Contract.

When changing insurance programs or carriers, the Academy must provide copies of the proposed policies to the Center at least thirty (30) days prior to the proposed change. The Academy shall not cancel or change its existing carrier without the prior review of the Center.

The University's insurance carrier periodically reviews the types and amounts of insurance coverage that the Academy must secure in order for the University to maintain insurance coverage for the authorization and oversight of the Academy. In the event that the University's insurance carrier requests additional changes in coverage identified in this Section 11.2, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the University's insurance carrier within thirty (30) days after notice of the insurance coverage change.

The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimums may be required depending upon academic offerings and program requirements.

Pursuant to Section 3.6 of these Terms and Conditions, the University requires that any Educational Service Provider or employee leasing company that enters into a contract with the Academy must obtain insurance coverage similar to the insurance coverage that is currently required for the Academy. Accordingly, any agreement between the Academy and an Educational Service Provider or employee leasing company shall contain a provision requiring the Educational Service Provider or employee leasing company to comply with the coverage requirements recommended by the University's insurance carrier. Furthermore, the agreement between the Educational Service Provider or employee leasing company and the Academy shall contain a provision stating that "in the event that the University's insurance carrier recommends any change in coverage by the Educational Service Provider or employee leasing company, the Educational Service Provider or employee leasing company agrees to comply with any changes in the type and amount of coverage as requested by the University or the University's insurance carrier within thirty (30) days after notice of the insurance coverage change."

Section 11.3. Legal Liabilities and Covenant Against Suit. The Academy acknowledges and agrees that it has no authority to extend the faith and credit of the University or to enter into a contract that would bind the University. The Academy also is limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy hereby covenants not to sue the University Board, the University or any of its Trustees, officers, employees, agents or representatives for any matters that arise under this Contract. The University does not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or

independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the University Board, the University or any of its Trustees, employees, agents, or independent contractors as a result of the issuance, non-issuance, oversight, revocation, termination or suspension of this Contract.

Section 11.4. Lease or Deed for Proposed Site. The Academy shall provide to the Center copies of its proposed lease or deed for the premises in which the Academy shall operate. Following the Center's review, a copy of the Academy's lease or deed shall be incorporated into this Contract under Schedule 6 and in accordance with Article IX, as applicable.

Section 11.5. Certificate(s) of Use and Occupancy. The Academy Board shall: (i) ensure that the Academy's physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy certificates for the Academy's physical facilities. The Academy Board shall not occupy or use any facility until approved for occupancy by the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes. Copies of these Certificate(s) of Use and Occupancy shall be incorporated into this Contract under Schedule 6 and in accordance with Article IX, as applicable.

Section 11.6. Criminal Background and History Checks; Disclosure of Unprofessional Conduct. The Academy shall comply with section 1230 and 1230a of the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with section 1230b of the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section 11.6 shall apply to such persons irrespective of whether they are employed by the Academy or employed by another entity contracting with the Academy.

Section 11.7. Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 et seq., concerning the provision of special education programs and services at the Academy as referenced in Contract Schedule 7c.

Section 11.8. Information Available to the Public and the Center.

- (a) Information to be provided by the Academy. In accordance with Applicable Law, the Academy shall make information concerning its operation and management, including without limitation information in Schedule 8, available to the public and the Center.
- (b) Information to be provided by Educational Service Provider. The agreement between the Academy and the Educational Service Provider shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including the information in Schedule 8, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under paragraph 11.8 (a) above.

## **ARTICLE XII GENERAL TERMS**

Section 12.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile or electronic mail; or (iii) upon delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the

respective party at the address indicated below or to any other address or person as the respective party may designate by notice delivered pursuant hereto:

If to the University Board:     The Governor John Engler Center for Charter Schools  
Attn: Executive Director  
Central Michigan University  
EHS 200  
Mt. Pleasant, MI 48859

General Counsel:                 General Counsel  
Central Michigan University  
1303 West Campus Drive  
Mt. Pleasant, MI 48859

Chief Financial Officer:       Vice President Finance & Admin. Services  
Central Michigan University  
104 Warriner Hall  
Mt. Pleasant, MI 48859

If to the Academy:               Academy Board President  
New Branches Charter Academy  
3662 Poinsettia Avenue, SE  
Grand Rapids, MI 48508

Section 12.2. Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of any local, state or federal law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 12.3. Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 12.4. Entire Contract. Except as specifically provided in this Contract, this Contract sets forth the entire agreement between the University Board and the Academy with respect to the subject matter of this Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 12.5. Assignment. This Contract is not assignable by the Academy.

Section 12.6. Non-Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.8. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.9. Term of Contract. This Contract is for a fixed term and shall terminate at the end of the Contract term without any further action of either the University Board or the Academy. This Contract shall commence on the date first set forth above and shall remain in full force and effect for a period of five (5) academic years and shall terminate on June 30, 2019, unless sooner revoked, terminated, or suspended pursuant to Article X of these Terms and Conditions. Pursuant to University Board policy, the standards by which the Academy may be considered for the issuance of a new contract will be guided by the following core questions:

Is the Academy's academic program successful?

Is the Academy's organization viable?

Is the Academy demonstrating good faith in following the terms of its charter and applicable law?

The Center shall establish the process and timeline for the issuance of a new contract. The standards for the issuance of a new Contract shall include increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the University Board as the most important factor of whether to issue or not issue a new Contract. Consistent with the Code, the University Board in its sole discretion may elect to issue or not issue a new contract to the Academy.

Section 12.10. Indemnification of University. As a condition to receiving a grant of authority from the University Board to operate a public school pursuant to the Terms and Conditions of this Contract, the Academy agrees to indemnify, defend and hold harmless the University Board, the University and its officers, employees, agents or representatives from and against all demands, claims, actions, suits, causes of action, losses, judgments, liabilities, damages, fines, penalties, forfeitures, or any other liabilities or losses of any kind whatsoever, including costs and expenses (not limited to reasonable attorney fees, expert and other professional fees) settlement and prosecution imposed upon or incurred by the University, and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board's approval of the public school academy application, the University Board's consideration of or issuance of a Contract, the Academy's preparation for or operation of a public school, or which are incurred as a result of the reliance by the University Board, the University and its officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the Academy's failure to comply with this Contract or Applicable Law. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of Section 7 of the Governmental Liability for Negligence Act, being Act No. 170, Public Acts of Michigan, 1964.

Section 12.11. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.12. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.13. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the University Board. Except as otherwise expressly provided, nothing in this Contract shall create or

be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.14. Non-agency. It is understood that the Academy is not the agent of the University.

Section 12.15. University Board or the Center's General Policies on Public School Academies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the exception of existing University Board or the Center policies regarding public school academies which shall apply immediately, University Board or the Center general policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy, provided they are not inconsistent with provisions of this Contract. Before issuing general policies under this section, the University Board or the Center shall provide a draft of the proposed policies to the Academy Board. The Academy Board shall have at least thirty (30) days to provide comment to the Center on the proposed policies before such policies shall become effective.

Section 12.16. Survival of Provisions. The terms, provisions, and representations contained in Section 11.2, Section 11.3, Section 11.8, Section 12.10, Section 12.13 and any other provisions of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.17. Termination of Responsibilities. Upon termination or revocation of the Contract, the University Board or its designee shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract.

As the designated representative of the Central Michigan University Board of Trustees, I hereby issue this Contract to the Academy on the date set forth above.

CENTRAL MICHIGAN UNIVERSITY BOARD OF TRUSTEES

By: William R. Kanine  
William R. Kanine, Chair

Date: 5/28/2014

As the authorized representative of the Academy, I hereby certify that the Academy is able to comply with the Contract and all Applicable Law, and that the Academy, through its governing board, has approved and agreed to comply with and be bound by the terms and conditions of this Contract and All Applicable Law.

NEW BRANCHES CHARTER ACADEMY

By: Ron Julian  
Board President

Date: 5/20/2014

**CONTRACT SCHEDULES**

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**CONTRACT SCHEDULE 1**

**RESTATED ARTICLES OF INCORPORATION**

**MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS  
CORPORATIONS, SECURITIES & COMMERCIAL LICENSING BUREAU**

**FILED**

**FEB 14 2014**

**by Administrator  
Corporation Division**

Date Received

**FEB 14 2014**

This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.

Tran Info: 1 19329756-2 02/13/14  
Chk#: 9249 Amt: \$10.00  
ID: 726931

EFFECTIVE DATE:

Name

**Bo A Grant**

Address

**3662 Poinsettia Ave SE**

City

**Grand Rapids**

State

**MI**

ZIP Code

**49508**

Document will be returned to the name and address you enter above.  
If left blank, document will be returned to the registered office.

**CERTIFICATE OF AMENDMENT TO THE ARTICLES OF INCORPORATION**

**For use by Domestic Profit and Nonprofit Corporations**  
(Please read information and instructions on the last page)

*Pursuant to the provisions of Act 284, Public Acts of 1972, (profit corporations), or Act 162, Public Acts of 1982 (nonprofit corporations), the undersigned corporation executes the following Certificate:*

1. The present name of the corporation is:

**New Branches School**

2. The identification number assigned by the Bureau is:

**726931**

3. Article \_\_\_\_\_ of the Articles of Incorporation is hereby amended to read as follows:

The present name of the corporation is **New Branches Charter Academy.**

The authorizing body for the corporation is: **Central Michigan University Board of Trustees.**

**MICHIGAN DEPARTMENT OF ENERGY, LABOR & ECONOMIC GROWTH  
BUREAU OF COMMERCIAL SERVICES, CORPORATION DIVISION  
NONPROFIT CORPORATION INFORMATION UPDATE**

**2010**

Identification Number <b>726931</b>	Corporation Name <b>NEW BRANCHES SCHOOL</b>
--	--

Resident agent name and mailing address of the registered office

**PAMELA DUFFY  
3662 POINSETTIA AVE SE**

**GRAND RAPIDS MI 49508**

The address of the registered office

**3662 POINSETTIA AVE SE**

**GRAND RAPIDS MI 49508**

Describe the purpose and activities of the corporation during the year covered by this report:

**THE CORPORATION IS ORGANIZED FOR THE PURPOSE OF OPERATING AS A PUBLIC SCHOOL.**

**Officer/Director Information**

NAME	TITLE	BUSINESS OR RESIDENCE ADDRESS
<b>RYAN JULIAN</b>	<b>PRESIDENT</b>	<b>341 ALGER ST SE GRAND RAPIDS MI 49507</b>
<b>STEPHANIE SCHAERTEL</b>	<b>SECRETARY</b>	<b>1935 LOTUS AVE GRAND RAPIDS MI 49506</b>
<b>CHERYL SLAUGHTER</b>	<b>TREASURER</b>	<b>1808 BURLINGAME SW WYOMING MI 49509</b>
<b>RYAN JULIAN</b>	<b>DIRECTOR</b>	<b>341 ALGER ST SE GRAND RAPIDS MI 49507</b>
<b>STEPHANIE SCHAERTEL</b>	<b>DIRECTOR</b>	<b>1935 LOTUS AVE GRAND RAPIDS MI 49506</b>
<b>ERICA CURRY</b>	<b>DIRECTOR</b>	<b>3662 POINSETTIA AVE SE GRAND RAPIDS MI 49508</b>

**Electronic Signature**

Filed By <b>PAMELA DUFFY</b>	Title <b>school administrator</b>	Phone <b>616-243-6221</b>
---------------------------------	--------------------------------------	------------------------------

I certify that this filing is submitted without fraudulent intent and that I am authorized by the business entity to make any changes reported herein.

**Payment Information**

Payment Amount <b>\$ 20.00</b>	Payment Date/Time <b>09/29/2010 15:04:38</b>	Reference Nbr <b>71315 6800 726931 2010</b>
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**DEPARTMENT OF CONSUMER & INDUSTRY SERVICES  
BUREAU OF COMMERCIAL SERVICES, CORPORATION DIVISION  
2001 NONPROFIT CORPORATION INFORMATION UPDATE**



To certify there are no changes from your previous filing check this box and proceed to Item 6. If the resident agent and/or registered office has changed complete Items 1-6. If only officer and director information has changed complete Items 4-6.

## FOR BUREAU USE ONLY

Identification Number <b>726931</b>	Corporation name NEW BRANCHES SCHOOL	FILED BY DEPARTMENT NOV 07 2001
Resident agent name and mailing address of the registered office <b>JONATHAN GOLDEN 256 ALGER S.E. GRAND RAPIDS MI 49507</b>		
The address of the registered office <b>256 ALGER S.E. GRAND RAPIDS MI 49507</b>		

1. Mailing address of registered office in Michigan (may be a P.O. Box)	2. Resident Agent David Frederick
3. The address of the registered office in Michigan (a P.O. Box may not be designated as the address of the registered office) 256 Alger SE, Grand Rapids, MI 49507	

4. Describe the purpose and activities of the corporation during the year covered by this report:  
K-6 Elementary Education

5.	NAME	BUSINESS OR RESIDENCE ADDRESS
President (Required)	Roger Nelson	2407 Okemos SE, Grand Rapids, MI 49506
Secretary (Required)	Carol Relph	1991 Burning Woods SE, Kentwood, MI 49546
Treasurer (Required)	Kim Foster	2914 Burrwick SE, Grand Rapids, MI 49546
Vice President	Anja Burns	1340 Philadelphia SE, Grand Rapids, MI 49506
Director (Required)	Rose Davis	432 Mulford SE, Grand Rapids, MI 49507
Director	Cynthia Hutchinson	3844 Oak Valley SW, Wyoming, MI 49509
Director	Susan Duesberry	344 Madison SE, Grand Rapids, MI 49503

6. The filing fee is \$10.00. Please make your check or money order payable to the State of Michigan. This report must be filed on or before October 1, 2001. Return this signed report with fee to:

Michigan Department of Consumer & Industry Services  
Bureau of Commercial Services, Corporation Division  
P.O. Box 30481  
Lansing, MI 48909-7981  
(517) 241-6460

Signature of authorized officer or agent <i>David A. Frederick</i>	Title School Administrator	Date 9/17/01	Phone (Optional) 616 243 4767
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**DEPARTMENT OF CONSUMER & INDUSTRY SERVICES  
CORPORATION AND LAND DEVELOPMENT BUREAU  
2000 NONPROFIT CORPORATION INFORMATION UPDATE**



FILED BY DEPARTMENT  
2000 OCT 17 AM 9:28

To certify there are no changes from your previous filing check this box and proceed to Item 6. If the resident agent and/or registered office has changed complete Items 1-6. If only officer and director information has changed complete Items 4-6.

FOR BUREAU USE ONLY

Identification Number  
**726931**

Corporation name  
**NEW BRANCHES SCHOOL**

Resident agent name and mailing address of the registered office

**JONATHAN GOLDEN  
256 ALGER S.E.  
GRAND RAPIDS MI 49507**

The address of the registered office

**256 ALGER S.E.  
GRAND RAPIDS MI 49507**

1. Mailing address of registered office in Michigan (may be a P.O. Box)

2. Resident Agent

3. The address of the registered office in Michigan (a P.O. Box may not be designated as the address of the registered office)

4. Describe the purpose and activities of the corporation during the year covered by this report:

K-6 Elementary Education

5.	NAME	BUSINESS OR RESIDENCE ADDRESS
President (Required)	Jonathan Golden	2110 Madison SE, Grand Rapids, MI 49507
Secretary (Required)	Roger Nelson	2407 Okemos SE, Grand Rapids, MI 49506
Treasurer (Required)	Lasandra Gaddy	4734 Conductor Ct., Kentwood, MI 49508
Vice President	Carol Reiph	1991 Burning Woods SE, Kentwood, MI 49546
Director (Required)	Anja Burns	2202 Francis SE, Grand Rapids, MI 49507
Director	Kim Foster	2914 Burrwick SE, Grand Rapids, MI 49546
Director	Tim Lomas	7485 Sunview Dr. SE, Grand Rapids, MI 49548

President (Required)

Jonathan Golden 2110 Madison SE, Grand Rapids, MI 49507

Secretary (Required)

Roger Nelson Vice-President 2407 Okemos SE, Grand Rapids, MI 49506

Treasurer (Required)

Lasandra Gaddy 4734 Conductor Ct., Kentwood, MI 49508

Vice President

Carol Reiph secretary 1991 Burning Woods SE, Kentwood, MI 49546

Director (Required)

Anja Burns 2202 Francis SE, Grand Rapids, MI 49507

Director

Kim Foster 2914 Burrwick SE, Grand Rapids, MI 49546

Director

Tim Lomas 7485 Sunview Dr. SE, Grand Rapids, MI 49548

6. The filing fee is \$10.00. Please make your check or money order payable to the State of Michigan. This report must be filed on or before October 1, 2000. Return this signed report with fee to:

Michigan Department of Consumer & Industry Services  
Corporation and Land Development Bureau  
P.O. Box 30481  
Lansing, MI 48909-7981  
(517) 241-6460

Signature of authorized officer or agent

*David Frederes*

Title

School Administrator

Date

9/20/00

Phone (Optional)

616 243-4763

# *Michigan Department of Consumer and Industry Services*

## *Filing Endorsement*

*This is to Certify that the RESTATED ARTICLES OF INCORPORATION – NONPROFIT*

*for*

*NEW BRANCHES SCHOOL*

*ID NUMBER: 726931*

*received by facsimile transmission on June 19, 2000 is hereby endorsed*

*Filed on June 20, 2000 by the Administrator.*

*The document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.*

*In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 20th day of June, 2000.*



*, Director*

*Corporation, Securities and Land Development Bureau*



C&S 502 (Rev. 8/96)

<b>MICHIGAN DEPARTMENT OF CONSUMER AND INDUSTRY SERVICES CORPORATION, SECURITIES AND LAND DEVELOPMENT BUREAU</b>			
Date Received		(FOR BUREAU USE ONLY)	
Name David A. Frederick		EFFECTIVE DATE:	
Address 256 Alger S.E.			
City Grand Rapids	State Michigan		

Document will be returned to the name and address you enter above

7	2	6	-	9	3	1
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726-931

**RESTATED ARTICLES OF INCORPORATION  
For Use by Domestic Nonprofit Corporations  
OF  
NEW BRANCHES SCHOOL**

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101 et seq. and Part 6A of the Revised School Code (the "Code") as amended, being Sections 380.501 to 380.507 of the Michigan Compiled Laws, the undersigned corporation executes the following restated Articles:

**ARTICLE I**

1. The name of the corporation is: New Branches School.
2. The corporation identification number (CID) assigned by the Bureau is: 726-931.
3. The corporation has used no other names.
4. The date of filing the original Articles of Incorporation was: August 15, 1994.

The following Restated Articles of Incorporation supersede the Articles of Incorporation and shall be the Articles of Incorporation for the corporation:

**ARTICLE I**

The name of the corporation is: New Branches School.

The authorizing body for the corporation is: The Central Michigan University Board of Trustees.

**ARTICLE II**

The purpose or purposes for which the corporation is organized are:

1. The corporation is organized for the purpose of operating as a public school academy in the state of Michigan pursuant to Part 6A of the Code, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.

2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a Contract authorized under the Code.

**ARTICLE III**

The corporation is organized on a non-stock, directorship basis.

The value of assets which the corporation possesses is:

Real Property: \$48,197.

Personal Property: \$80,158.

The corporation is to be financed under the following general plan:

- a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
- b. Federal funds.
- c. Donations.
- d. Fees and charges permitted to be charged by public school academies.
- e. Other funds lawfully received.

**ARTICLE IV**

The address of the registered office is 256 Alger S.E., Grand Rapids, MI 49507.

The mailing address of the registered office is the same.

The name of the resident agent at the registered office is Jonathan Golden.

**ARTICLE V**

The corporation is a governmental entity.

**ARTICLE VI**

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in section 7 of Act No. 170 of the Public Acts of 1964, being section 691.1407 of the Michigan Compiled Laws.

**ARTICLE VII**

Before execution of a contract to charter a public school academy between the corporation and the Central Michigan University Board of Trustees (the "University Board"), the method of selection, length of term, and the number of members of the Board of Directors of the corporation shall be approved by a resolution of the University Board as required by the Code.

**ARTICLE VIII**

The Board of Directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

**ARTICLE IX**

The officers of the corporation shall be a President, Vice-President, Secretary and a Treasurer, each of whom shall be a member of the Board of Directors and shall be selected by the Board of Directors. The Board of Directors may select one or more assistants to the Secretary or Treasurer, and may also appoint such other agents as it may deem necessary for the transaction of the business of the corporation.

**ARTICLE X**

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its board, directors, officers or other private persons, or organization organized and operated for a profit (except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of the purposes set forth in Article II hereof). Notwithstanding any other provision of these Articles,

the corporation shall not carry on any other activities not permitted to be carried on by a governmental entity exempt from federal income tax under section 115 of the IRC, or comparable provisions of any successor law.

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the University Board for forwarding to the state school aid fund established under article IX, section 11 of the Constitution of the State of Michigan of 1963, as amended.

## ARTICLE XI

These Articles of Incorporation shall not be amended except by the process provided in Article IX of the Contract executed by the corporation and the University Board. This process is as follows:

The corporation, by a majority vote of its Board of Directors, may, at any time, propose specific changes to these Restated Articles of Incorporation or may propose a meeting to discuss potential revision to these Restated Articles of Incorporation. The proposal will be made to the University Board through its designee. The University Board delegates to the University Charter Schools Office Director the review and approval of changes or amendments to these Restated Articles of Incorporation. In the event that a proposed change is not accepted by the University Charter Schools Office Director, the University Board shall consider and vote upon a change proposed by the corporation following an opportunity for a written and oral presentation to the University Board by the corporation.

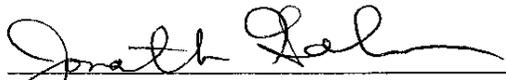
At any time and for any reason, the University Board or an authorized designee may propose specific changes to these Restated Articles of Incorporation or may propose a meeting to discuss potential revision. The corporation's Board of Directors may delegate to an officer of the corporation the review and negotiation of changes or amendments to these Restated Articles of Incorporation. The Restated Articles of Incorporation shall be amended as requested by the University Board or an authorized designee upon a majority vote of the corporation's Board of Directors.

Amendments to these Restated Articles of Incorporation take effect only after they have been approved by the corporation's Board of Directors and by the University Board or the University Charter Schools Office Director, and the amendments are filed with the Michigan Department of Consumer and Industry Services, Corporation, Securities and Land Development Bureau. In addition, the corporation shall file with the amendment a copy of the University Board's or University Charter Schools Office Director's approval of the amendment.

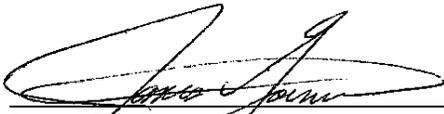
**ADOPTION OF ARTICLES**

These Restated Articles of Incorporation were duly adopted on the 12<sup>th</sup> day of June, 2000, in accordance with the provisions of Section 642 of the Act. These Restated Articles of Incorporation restate, integrate and do further amend the provisions of the Articles of Incorporation and were duly adopted by the directors. The necessary number of votes were cast in favor of these Restated Articles of Incorporation.

Signed this 12<sup>th</sup> day of June, 2000.

By:   
Jonathan Golden, President

APPROVED BY:

  
James N. Goerner, Director  
Central Michigan University  
Charter Schools Office  
Dated: 6/12/00

**CONTRACT SCHEDULE 2**

**AMENDED BYLAWS**

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**AMENDED BYLAWS**  
**OF**  
**NEW BRANCHES CHARTER ACADEMY**

**ARTICLE I**

**NAME**

This organization shall be called New Branches Charter Academy (the "Academy" or the "corporation").

**ARTICLE II**

**FORM OF ACADEMY**

The Academy is organized as a non-profit, non-stock, directorship corporation.

**ARTICLE III**

**OFFICES**

Section 1. Principal Office. The principal office of the Academy shall be located in the State of Michigan.

Section 2. Registered Office. The registered office of the Academy may be the same as the principal office of the Academy, but in any event must be located in the State of Michigan, and be the business office of the resident agent, as required by the Michigan Non-Profit Corporation Act. Changes in the resident agent and registered address of the Academy must be reported to the Michigan Department of Licensing and Regulatory Affairs and to The Governor John Engler Center for Charter Schools (“the Center.”)

**ARTICLE IV**

**BOARD OF DIRECTORS**

Section 1. General Powers. The business, property and affairs of the Academy shall be managed by the Academy Board of Directors ("Academy Board"). The Academy Board may exercise any and all of the powers granted to it under the Michigan Non-Profit Corporation Act or pursuant to Part 6A of the Revised School Code ("Code"). The Academy Board may delegate such powers to the officers and committees of the Academy Board as it deems necessary, so long as such delegation is consistent with the Articles, these Bylaws, the Contract and Applicable Law.

Section 2. Method of Selection and Appointment. The Central Michigan University Board of Trustees (“University Board”) shall prescribe the method of appointment for members of an academy’s

board of directors. The Center Director is authorized to develop and administer an academy board selection and appointment process that includes an *Application for Public School Academy Board Appointment* and is in accord with these policies:

- a. The University Board shall appoint the initial and subsequent academy board of directors by resolution, except as prescribed by subparagraph d. The Center Director shall recommend qualified individuals to the University Board.
- b. The academy board of directors, by resolution and majority vote, shall nominate its subsequent members, except as provided otherwise. The academy board of directors shall recommend to the Center Director at least one nominee for each vacancy. Nominees shall submit the *Application for Public School Academy Board Appointment* for review by the Center. The Center Director may or may not recommend the appointment of a nominee submitted by the academy board. If the Center Director does not recommend the appointment of a nominee submitted by the Academy Board, he/she may select and recommend another nominee or may request the Academy Board submit a new nominee for consideration.
- c. An individual appointed to fill a vacancy created other than by the expiration of a term shall be appointed for the unexpired term of that vacant position.
- d. Under exigent conditions, and with the approval of the University Board's chair and the president, the Center Director may appoint a qualified individual to an academy's board of directors. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. The University Board reserves the right to review, rescind, modify, ratify, or approve any appointments made under this provision.

Section 3. Length of Term. The Director of an Academy Board shall serve at the pleasure of the University Board. Terms of the initial positions of the Academy Board of Directors shall be staggered in accordance with *The Academy Board of Directors Table of Staggered Terms and Appointments* established and administered by the Center Director. Subsequent appointments shall be for a term of office not to exceed four (4) years, except as prescribed by *The Academy Board of Directors Table of Staggered Terms and Appointments*.

Section 4. Number of Director Positions. The number of director positions on the Academy Board shall not be less than five (5) nor more than nine (9) as determined by the University Board. If the Academy Board fails to maintain its full membership by making appropriate and timely nominations, the Center Director may deem that failure an exigent condition.

Section 5. Qualifications of Academy Board Members. To be qualified to serve on an academy's board of directors, a person shall, among other things: (a) be a citizen of the United States; (b) be a resident of the State of Michigan; (c) submit all materials requested by the Center including, but not limited to, the *Application for Public School Academy Board Appointment* which must include authorization to process a criminal background check; and (d) annually submit a conflict of interest disclosure as prescribed by the Center.

The members of the Academy Board shall not include (a) employees of the Academy; (b) any director, officer, or employee of a service provider that contracts with the Academy; (c) a Central Michigan University official or employee, as a representative of Central Michigan University.

Section 6. Oath of Public Office. All members of the Academy Board must take the constitutional oath of office and sign the *Oath of Public Office* before beginning their service. The *Oath of Public Office* shall be filed with the Center.

Section 7. Tenure. Each Director shall hold office until the Director's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Section 8. Removal and Suspension. If the University Board determines that an Academy Board member's service in office is no longer necessary, then the University Board may remove an Academy Board member with or without cause and shall specify the date when the Academy Board member's service ends. An Academy Board member may also be removed from office for cause by a two-thirds (2/3) vote of the Academy's Board.

With the approval of the University Board's chair and the University President, the Center Director may suspend an Academy Board member's service, if in his/her judgment the person's continued presence would constitute a risk to persons or property, or would seriously impair the operation of the Academy. Any suspension made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. The University Board reserves the right to review, rescind, modify, ratify, or approve any suspensions made under this provision.

Section 9. Resignation. Any Director may resign at any time by providing written notice to the corporation or by communicating such intention (orally or in writing) to the Center. Notice of resignation will be effective upon receipt or at a subsequent time if designated in a written notice. A successor shall be appointed as provided in Section 2 of this Article.

Section 10. Board Vacancies. A Board of Director vacancy shall occur because of death, resignation, removal, failure to maintain residency in the State of Michigan, disqualification or as otherwise specified in the Code. Any vacancy shall be filled as provided in Section 2 of this Article.

Section 11. Compensation. A Director of the Academy shall serve as a volunteer Director. By resolution of the Board, the Directors may be reimbursed for their reasonable expenses incident to their duties.

## ARTICLE V

### MEETINGS

Section 1. Annual and Regular Meetings. The Academy Board shall hold an annual meeting each year. The Academy Board must provide, by resolution, the time and place, within the State of Michigan, for the holding of regular monthly meetings. The Academy Board shall provide notice of the annual and all regular meetings as required by the Open Meetings Act.

Section 2. Special Meetings. Special meetings of the Academy Board may be called by or at the request of any Director. The person or persons authorized to call special meetings of the Academy Board may fix the place within the State of Michigan for holding any special meeting of the Academy Board called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the corporation in the state of Michigan. The corporation shall provide notice of all special meetings as required by the Open Meetings Act.

Section 3. Notice; Waiver. The Academy Board must comply with the notice provisions of the Open Meetings Act. In addition, notice of any meeting shall be given to each Director stating the time

and place of the meeting, delivered personally, mailed, sent by facsimile or electronic mail to the Director's business address. Any Director may waive notice of any meeting by written statement, facsimile or electronic mail sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes 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.

Section 4. Quorum. In order to legally transact business, the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A “quorum” shall be defined as follows:

<u># of Academy Board Positions</u>	<u># Required for Quorum</u>
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

Section 5. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Academy Board. No member of the Board of Directors may vote by proxy, by way of a telephone conference or any other electronic means of communication.

Section 6. Open Meetings Act. All meetings of the Academy Board, shall at all times be in compliance with the Open Meetings Act.

Section 7. Presumption of Assent. A Director of the Academy Board who is present at a meeting of the Academy Board at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless that Director's dissent shall be entered in the minutes of the meeting or unless that Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Director who voted in favor of such action.

## ARTICLE VI

### COMMITTEES

Section 1. Committees. The Academy Board, by resolution, may designate one or more committees. Each committee is to consist of one or more Directors selected by the Academy Board. As provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, the committees shall have such powers as delegated by the Academy Board, except (i) filling of vacancies in the officers of the Academy Board or committees created pursuant to this Section; (ii) amending the Articles of Incorporation or Bylaws; or (iii) any action the Academy Board cannot lawfully delegate under the Articles, Bylaws or Applicable Law. All committee meetings shall at all times be in compliance with the Open Meetings Act. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Academy Board of its activities as the Academy Board may request.

## ARTICLE VII

### OFFICERS OF THE BOARD

Section 1. Number. The officers of the Academy shall be a President, Vice-President, Secretary, Treasurer, and such assistant Treasurers and assistant Secretaries as may be selected by the Academy Board.

Section 2. Election and Term of Office. The Academy Board shall elect the initial officers at its first duly noticed meeting. Thereafter, the officers of the Academy shall be elected annually by the Academy Board. If the election of officers is not held at the annual meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the Academy Board may be removed by the Academy Board whenever in its judgment the best interests of the corporation would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Academy Board for the unexpired portion of the term.

Section 5. President. The President of the Academy shall be a member of the Academy Board. The President of the corporation shall preside at all meetings of the Academy Board. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Academy Board attending the meeting shall preside. The President shall, in general, perform all duties incident to the office of President of the Board as may be prescribed by the Academy Board from time to time.

Section 6. Vice-President. The Vice-President of the Academy shall be a member of the Academy Board. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Academy Board.

Section 7. Secretary. The Secretary of the Academy shall be a member of the Academy Board. The Secretary shall: (a) keep the minutes of the Academy Board meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the corporation and see that the seal of the corporation is affixed to all authorized documents; (d) keep a register of the post office address of each Director; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President or the Academy Board.

Section 8. Treasurer. The Treasurer of the Academy shall be a member of the Academy Board. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the corporation; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the corporation in such banks, trust companies or other depositories as shall be selected by the Board; (d) complete all required corporate filings; (e) assure that the responsibilities of the fiscal agent to the corporation are properly carried out; and (f) in general perform all

of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Academy Board.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the Academy Board. The Academy Board shall have the power to appoint any member of the Academy Board to perform the duties of an officer whenever, for any reason, it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine.

Section 10. Salaries. Officers of the Board, as Directors of the corporation, may not be compensated for their services. By resolution of the Academy Board, officers may be reimbursed for reasonable expenses incident to their duties.

Section 11. Filling More Than One Office. Subject to the statute concerning the Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws, any two offices of the corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

## ARTICLE VIII

### CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 1. Contracts. The Academy Board may authorize any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Academy Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the corporation, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto. No contract entered into, by or on behalf of the Academy Board, shall in any way bind Central Michigan University or impose any liability on Central Michigan University, its trustees, officers, employees or agents.

Section 2. Loans. No loans shall be contracted on behalf of the Academy and no evidences of indebtedness shall be issued in its name unless authorized by a prior resolution of the Academy Board. Such authority shall be confined to specific instances. No loan, advance, overdraft or withdrawal by an officer or Director of the corporation, shall be made or permitted unless approved by the Academy Board. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of Central Michigan University or impose any liability on Central Michigan University, its trustees, officers, employees or agents.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Academy, shall be signed by Academy Board members or Academy Board employees, which shall not include employees of the Academy Board's Educational Service Provider, and in such manner as shall from time to time be determined by resolution of the Academy Board.

Section 4. Deposits. All funds of the Academy shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under Section 1221 of the Revised School Code, being Section 380.1221 of the Michigan Compiled Laws.

Section 5. Voting of Gifted, Bequested or Transferred Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by any other corporation and owned or controlled by this corporation may be voted at any meeting of security holders of such other corporation by the President of this corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this corporation by the President, the Secretary or the Treasurer of this corporation without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this corporation the same as such shares or other securities might be voted by this corporation. This section shall in no way be interpreted to permit the corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation which are received by the corporation.

Section 6. Contracts Between Corporation and Related Persons. As required by Applicable Law, any Director, officer or employee of the Academy, who enters into a contract with the Academy, that meets the definition of contract under the statute on Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being sections 15.321 to 15.330 of the Michigan Compiled Laws, shall comply with the public disclosure requirements set forth in Section 3 of the statute.

The University Board authorizes the Academy Board to employ or contract for personnel according to the position information outlined in Schedule 5. However, the Academy Board shall prohibit any individual from being employed by the Academy, an educational service provider or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the University for any purpose. With respect to Academy employees, the Academy shall have the power and responsibility to (i) select and engage employees; (ii) pay their wages, benefits, and applicable taxes; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. The Academy Board shall be responsible for carrying workers' compensation insurance and unemployment insurance for its employees. The Academy Board may contract with an educational service provider or an employee leasing company to provide services or to provide personnel to perform services or work at the Academy. Before entering into an agreement with an educational service provider or an employee leasing company to perform services or to provide personnel to perform services or work at the Academy, the Academy Board must first comply with the Educational Service Provider Policies issued by the Center. A copy of the agreement between the Academy Board and the educational service provider or employee leasing company shall be included as part of Schedule 5.

The Academy shall comply with the Incompatible Public Offices statute, Act No. 566 of the Public Acts of 1978, of the Michigan Compiled Laws, and the Contracts of Public Servants With Public Entities statute, Act No. 371 of the Public Acts of 1968, of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Language in this Section controls over section 1203 of the Code. The following shall be deemed prohibited conflicts of interest:

- (a) An individual simultaneously serving as an Academy Board member and an owner, officer, director, employee or consultant of an educational service provider or an employee leasing company that has an agreement with the Academy;
- (b) An individual simultaneously serving as an Academy Board member and an Academy employee;
- (c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;
- (d) An individual simultaneously serving as an Academy Board member and a member of the governing board of another public school; and
- (e) An individual simultaneously serving as an Academy Board member and a University official, employee, or paid consultant, as a representative of the University.

No person shall be appointed or reappointed to serve as an Academy Board member if the person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner:

- (a) Is employed by the Academy;
- (b) Works at or is assigned to the Academy;
- (c) Has an ownership, officer, policymaking, managerial, administrative non-clerical or other significant role with the Academy's educational service provider or employee leasing company.

## **ARTICLE IX**

### **INDEMNIFICATION**

To the extent permitted by Applicable Law, each person who is or was a Director, officer or member of a committee of the Academy and each person who serves or has served at the request of the Academy as a trustee, director, officer, partner, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, may be indemnified by the Academy. The corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the corporation would have power to indemnify such person against such liability under the preceding sentence. The corporation may, to the extent authorized from time to time by the Academy Board, grant rights to indemnification to any employee or agent of the corporation.

## **ARTICLE X**

### **FISCAL YEAR**

The fiscal year of the corporation shall begin on the first day of July in each year.

## **ARTICLE XI**

### **AMENDMENTS**

These Amended Bylaws may be altered, amended or repealed and new Amended Bylaws may be adopted by obtaining (a) the affirmative vote of a majority of the Academy Board at any regular or special meeting of the Academy Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements of these Amended Bylaws and applicable law, and (b) the written approval of the changes or amendments by the Center Director. In the event that a proposed change is not accepted by the Center Director, the University Board may consider and vote upon a change proposed by the corporation following an opportunity for a written presentation to the University Board by the Academy Board. These Amended Bylaws and any amendments to them take effect only after they have been approved by both the Academy Board and by the Center Director.

## **ARTICLE XII**

### **TERMS AND CONDITIONS DEFINITIONS**

The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Amended Bylaws.

**CERTIFICATION**

The Board certifies that these Amended Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by the Academy Board on the 19<sup>th</sup> day of May, 2014.

Brian Julian (President)  
Secretary

**CONTRACT SCHEDULE 3**  
**FISCAL AGENT AGREEMENT**

**SCHEDULE 3**

**FISCAL AGENT AGREEMENT**

This Agreement is part of the Contract issued by the Central Michigan University Board of Trustees ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to **New Branches Charter Academy** ("Academy"), a public school academy.

**Preliminary Recitals**

WHEREAS, pursuant to the Code and the Contract, the University Board, as authorizing body, is the fiscal agent for the Academy, and

WHEREAS, the University Board is required by law to forward any State School Aid Payments received from the State of Michigan ("State") on behalf of the Academy to the Academy,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

**ARTICLE I**

**DEFINITIONS AND INTERPRETATIONS**

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Academy Account" means an account established by the Academy Board for the receipt of State School Aid Payments at a bank, savings and loan association, or credit union which has not been deemed ineligible to be a depository of surplus funds under Section 6 Act No. 105 of the Public Acts of 1855, being Section 21.146 of the Michigan Compiled Laws.

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the University Board or an officer or employee of Central Michigan University as designated by the University Board.

"Other Funds" means any other public or private funds which the Academy receives and for which the University Board voluntarily agrees to receive and transfer to the Academy.

"State School Aid Payment" means any payment of money the Academy receives from the State School Aid Fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

"State" means the State of Michigan.

"State Treasurer" means the office responsible for issuing funds to public school academies for State School Aid Payments pursuant to the State School Aid Act of 1979, as amended.

## ARTICLE II

### FISCAL AGENT DUTIES

Section 2.01. Receipt of State School Aid Payments and Other Funds. The University Board is the Fiscal Agent for the Academy for the limited purpose of receiving State School Aid Payments. By separate agreement, the University Board and the Academy may also agree that the University will receive Other Funds for transfer to the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.02.

Section 2.02. Transfer to Academy. Except as provided in Article X of the Terms and Conditions and in the Oversight Agreement, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within ten (10) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

Section 2.03. Limitation of Duties. The Fiscal Agent has no responsibilities or duties to verify the Academy's pupil membership count, as defined in the State School Aid Act of 1979, as amended, or to authorize, to approve or to determine the accuracy of the State Aid School Payments received on behalf of the Academy from the State Treasurer. The duties of the Fiscal Agent are limited to the receipt and transfer to the Academy of State School Aid Payments and Other Funds received by the Academy. The Fiscal Agent shall have no duty to monitor, account for or approve expenditures made by the Academy Board.

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board (i) authorizes a direct intercept of a portion of its State School Aid Payments from the State to a third party account for the payment of Academy debts and liabilities; or (ii) assigns or directs that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, then Academy shall submit to The Governor John Engler Center for Charter Schools at Central Michigan University for review and consideration: (i) a copy of the Academy Board's resolution authorizing the direct intercept or the assignment or direction of State School Aid Payments; (ii) a State School Aid Payment Agreement and Direction document that is in a form and content acceptable to the Fiscal

Agent; and (iii) other documents as required. The Center reserves the right to not acknowledge in writing any State School Aid Payment Agreement and Direction that is not in a form and content acceptable to the Fiscal Agent.

### **ARTICLE III**

#### **STATE DUTIES**

Section 3.01 Eligibility for State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the amount of State School Aid Payments, if any, the Academy shall be entitled to receive.

Section 3.02. Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the warrant to the Fiscal Agent by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

### **ARTICLE IV**

#### **ACADEMY DUTIES**

Section 4.01. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, an Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended.

Section 4.02. Academy Account. The Academy is authorized to establish an Account in the name of the Academy. Signatories to the Account shall be current Academy Board members and/or Academy Board employees, which shall not include employees of the Academy Board's Educational Service Provider, as shall from time to time be determined by resolution of the Academy Board. The Academy Board is authorized to approve withdrawals and transfers from any Account established in the name of the Academy. Any authorization approved by the Academy Board for automatic withdrawals or transfers from an Academy Account may only be terminated or amended by the Academy Board.

Section 4.03. Expenditure of Funds. The Academy may expend funds that it receives from the State School Aid Fund for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 4.04. Mid-Year Transfers. Funding for students transferring into or out of the Academy during the school year shall be in accordance with the State School Aid Act of 1979 or applicable State Board rules.

Section 4.05. Repayment of Overpayment. The Academy shall be directly responsible for reimbursing the State for any overpayments of State School Aid Payments. At its option, the State may reduce subsequent State School Aid Payments by the amount of the overpayment or may seek collection of the overpayment from the Academy.

## ARTICLE V

### RECORDS AND REPORTS

Section 5.01. Records. The Fiscal Agent shall keep books of record and account of all transactions relating to the receipts, disbursements, allocations and application of the State School Aid Payments and Other Funds received, deposited or transferred for the benefit of the Academy, and these books shall be available for inspection at reasonable hours and under reasonable conditions by the Academy and the State.

Section 5.02. Reports. Annually, the Fiscal Agent shall prepare and send to the Academy within thirty (30) days of September 1, a written report dated as of August 31. This report shall summarize all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds which the University Board receives under this Agreement.

## ARTICLE VI

### CONCERNING THE FISCAL AGENT

Section 6.01. Representations. The Fiscal Agent represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it in this Agreement and that it will carry out all of its obligations under this Agreement.

Section 6.02. Limitation on Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State and the amount of Other Funds as delivered by the source of those funds.

The Fiscal Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Fiscal Agent be responsible for the consequences of any error of judgment; and the Fiscal Agent shall not be answerable except for its own action,

neglect or default, nor for any loss unless the same shall have been through its gross negligence or willful default.

The Fiscal Agent shall not be liable for any deficiency in the State School Aid Payments received from the State Treasurer to which the Academy was properly entitled. The Fiscal Agent shall not be liable for any State School Aid overpayments made by the State Treasurer to the Academy for which the State subsequently seeks reimbursement.

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Central Michigan University Board of Trustees to **New Branches Charter Academy**.

BY: Mary G. Martin  
Mary G. Martin, Acting Director  
Bureau of State and Authority Finance  
Michigan Department of Treasury

Date: May 25, 2014

**CONTRACT SCHEDULE 4**  
**OVERSIGHT, COMPLIANCE**  
**AND REPORTING AGREEMENT**

## **SCHEDULE 4**

### **OVERSIGHT, COMPLIANCE AND REPORTING AGREEMENT**

This Agreement is part of the Contract issued by the Central Michigan University Board of Trustees ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to New Branches Charter Academy ("Academy"), a public school academy.

#### **Preliminary Recitals**

WHEREAS, the University Board, subject to the leadership and general supervision of the State Board of Education over all public education, is responsible for overseeing the Academy's compliance with the Contract and all Applicable Law.

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

### **ARTICLE I**

#### **DEFINITIONS AND INTERPRETATIONS**

Section 1.1. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Agreement" means this Oversight, Compliance and Reporting Agreement.

"Oversight Responsibilities" means the University Board's oversight responsibilities set forth in Section 2.1 of this Agreement.

"Compliance and Reporting Duties" means the Academy's duties set forth in Section 2.2 of this Agreement.

"State School Aid Payment" means any payment of money the Academy receives from the state school aid fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

### **ARTICLE II**

#### **OVERSIGHT, COMPLIANCE AND REPORTING RESPONSIBILITIES**

Section 2.1. Oversight Responsibilities. The Governor John Engler Center for Charter Schools ("The Center") at Central Michigan University, as it deems necessary to fulfill the University Board's Oversight Responsibilities, may undertake the following:

- a. Monitor and evaluate if the Academy Board is properly governing the Academy and following the Amended Bylaws set forth in the Contract.
- b. Monitor and evaluate the Academy's academic performance and progress toward achieving the educational goal and related measures set forth in Contract Schedule 7b.
- c. Monitor and evaluate the Academy's implementation, delivery, and support of the educational program and curriculum as set forth in Contract Schedules 7c and 7d, respectively.
- d. Monitor and evaluate the Academy's application and enrollment procedures as set forth in Contract Schedule 7f.
- e. Monitor and evaluate the Academy's organizational and financial viability.
- f. Monitor and evaluate the Academy's fiscal stewardship and use of public resources.
- g. Monitor and evaluate the records, internal controls or operations of the Academy.
- h. Monitor and evaluate if the Academy is staffed with qualified personnel and that appropriate background checks have been conducted.
- i. Monitor and evaluate if the Academy is providing a safe learning environment.
- j. Request evidence that the Academy has obtained the necessary permits and certificates to operate as a public school from the applicable governmental agencies, including, without limitation, the Michigan Department of Licensing and Regulatory Affairs' Bureau of Construction Codes and local health departments.
- k. Conduct comprehensive on-site reviews to assess and/or evaluate the Academy's performance.
- l. Monitor and evaluate if the Academy is demonstrating good faith in complying with the Contract, the Revised School Code, and all other Applicable Law.
- m. Request periodic reports from the Academy regarding any aspect of its operation, including, but not limited to, information identified in Schedule 8 of the Contract.
- n. Initiate action to amend, revoke, terminate or suspend the Contract.
- o. Provide information and support to the Academy.

Section 2.2. Compliance and Reporting Duties. The Academy agrees to fulfill the following Compliance and Reporting Duties:

- a. Adopt and properly maintain governing board policies in accordance with Applicable Law.
- b. Comply with the reporting and document submission requirements set forth in the Master Calendar of Reporting Requirements issued annually by the Center.
- c. Comply with any Academy specific reporting and document submission requirements established by the Center.
- d. Comply with the insurance requirements set forth in Article XI, Section 11.2 of the Terms and Conditions of the Contract.
- e. Comply with the Center's Educational Service Provider Policies, as may be amended.
- f. Report any litigation or formal proceedings to the Center, including, but not limited to, litigation initiated by or against the Academy alleging violation of any Applicable Law. If the University is a named party, notify the general counsel for the University Board as set forth in Article XII, Section 12.1 of the Terms and Conditions.
- g. The Academy shall not occupy or use any school facility set forth in Schedule 6 of the Contract until such facility has received all fire, health and safety approvals required by Applicable Law and has been approved for occupancy by the Michigan Department of Licensing and Regulatory Affairs' Bureau of Construction Codes.
- h. Permit the Center to inspect the records, internal controls, operations or premises of the Academy at any reasonable time.
- i. Authorize the Center to perform audit and evaluation studies using Academy data including, but not limited to, personally identifiable information about the Academy's students and staff submitted by the Academy to agencies including, but not limited to, Center for Educational Performance and Information ("CEPI"), Office of Educational Assessment and Accountability ("OEAA") and the Michigan Department of Education ("MDE"). Pursuant to this authorization, the Center shall abide by the regulations that govern the use of student data within the Family Educational Rights and Privacy Act (FERPA - 34 CFR Part 99), the Michigan Identity Theft Protection Act of 2004, and the Privacy Act of 1974.
- j. Upon request, the Academy Board shall provide the Center with a written report, along with supporting data, assessing the Academy's progress toward achieving the educational goal and related measures outlined in Contract Schedule 7b.

- k. Upon request, provide the Center with copies or view access to data, documents or information submitted to MDE, the Superintendent of Public Instruction, the State Board of Education, CEPI or any other state or federal agency.

Section 2.3. Waiver of Compliance and Reporting Duties. The University Board, or the Center Director as its authorized designee, may modify or waive any of the Academy's Compliance and Reporting Duties.

### **ARTICLE III**

#### **RECORDS AND REPORTS**

Section 3.1. Records. The Academy will keep complete and accurate records and reports of its governance and operations. These records and reports shall be available for inspection by the Center at reasonable hours and under reasonable conditions.

### **ARTICLE IV**

#### **MISCELLANEOUS**

Section 4.1. Administrative Fee. The Academy agrees to pay to the University Board an administrative fee of 3% of the Academy's State School Aid Payments. This fee shall be retained by the University Board from each State School Aid Payment received for forwarding to the Academy. This fee shall compensate the University Board for overseeing the Academy's compliance with the Contract and all Applicable Law and other related activities for which compensation is permissible. By agreement between the Center and the Academy, the University may charge additional fees beyond the administrative fees for services rendered.

Section 4.2. Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Academy and the University Board by this Agreement.

**CONTRACT SCHEDULE 5**

**DESCRIPTION OF STAFF RESPONSIBILITIES**

## DESCRIPTION OF STAFF RESPONSIBILITIES

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article III, Section 3.6., the Academy is authorized to employ or contract for personnel according to the position information outlined in this schedule. Before entering into an agreement with an Educational Service Provider, as defined in the Terms and Conditions of this Contract, to provide comprehensive educational, administrative, management, or instructional services or staff to the Academy, the Academy Board must first comply with the Educational Service Provider Policies adopted by the Center.

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Position: School Administrator  
Reports to: Board of Directors  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

The School Administrator, hired by the Board of Directors, shall be the school's visionary leader and will be responsible for comprehensive school building operations, including: staffing and team development, school culture, curriculum and instructional delivery and operational and financial matters.

Duties and Responsibilities:

The School Administrator provides leadership in:

- Consistently and effectively delivers the Board of Directors' approved school mission, operational philosophy and goals and objectives, per the Charter Contract and State and Federal regulatory requirements.
- Develops and maintains a positive school/community climate and a safe and healthy environment.
- Plans, implements and evaluates the school's instructional program, per the Charter Contract and based upon student needs and performance data.
- Serves as the instructional leader within the building; provides timely support and constructive feedback to facilitate a continuous improvement culture.
- Demonstrates progress towards achieving the academic goals as set forth by the Board of Directors and the Charter Contract.
- Administers student discipline in accordance with Board of Directors' policy and school philosophy.
- Serves as the liaison to Central Michigan University, the Department of Education, the Kent Intermediate School District and all other federal, state and local regulatory agencies to assure that the school complies with all regulations, agreements and laws relevant to these agencies; using established communication protocol to inform the Board of Directors of urgent matters.
- Plans, implements, supervises and evaluates all other programs, i.e., PLANT, SEED, athletics and other clubs.
- Implements school Board of Directors' policy through effective administrative guidelines; offers insight on policy amendments and drafts administrative guidelines as needed.
- Determines staffing needs including selection/hiring, supervision, staff development and evaluation of all school personnel.
- Oversees the plan/budget through established procedures and controls to ensure compliant, responsible, efficient and effective use of public funds - sound stewardship.
- Oversees school financial development activities; works to develop a long term development plan, including grants, to maintain and expand educational activities.

- Provides monthly and annual reports (including both qualitative and quantitative measures) to the Board of Directors and school community on program activities and state of the school.
- Represents Academy to service groups, educators, community Board of Directors, media (per the Board of Directors' policy) and the general public.
- Oversees efficient utilization and maintenance of the school facilities.
- Develops the staff team through a planned succession and sustainability model; building strength through delegation of task with appropriate management and support.
- Other duties as required.

#### Qualifications:

- Significant experience in K-8 school administration; self-managed charter school experience preferred.
- Strong written and verbal communication skills.
- A proven track record of success with a similar student population.
- Must have previous classroom teaching experience.
- A master's degree in educational leadership.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.
- To the extent this position is deemed to be an administrator of instructional programs (including the supervisor of certified teachers) and/or a chief business official, this position is required to meet one of the following: (1) if the individual held a school administrator position before January 4, 2010, then evidence of maintaining continuing education is required; or (2) if the individual was hired as school administrator after January 4, 2010, then either: (a) an Administrator Certificate is required; OR (b) enrollment in a Michigan Department of Education ("MDE")-approved Principal Preparation Program within 6 months of employment (and completion within 3 years) is required. [Public Act 205 section 380.1246].
- Criminal background check required.

#### Physical Requirements:

Requires standing for up to an hour at a time; lifting and carrying objects up to 20 lbs daily; requires stooping and bending. May be required to work outdoors year round for short periods of time. Must be able to communicate orally, have good vision; must be able to hear. Requires manual entry of data, use of keyboard and ability to proofread and check documents for accuracy. Must be able to operate a motor vehicle and hold a valid driver's license.

Position: Dean of Students  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

**Purpose:**

The Dean of Students shall report to the School Administrator and will provide direction, coaching and leadership to staff and students. The Dean of Students will support students with academic, behavioral or social issues. The Dean of Students will administer the student code of conduct. The Dean of Students will direct and coordinate educational, administrative and counseling activities and will work with students and parents to achieve satisfactory outcomes. The Dean of Students will promote an effective learning environment. The Dean of Students will keep the School Administrator informed about emerging issues.

**Duties and Responsibilities:**

The Dean of Students will provide leadership in the following areas:

*General:*

- Collaborates with the School Administrator in the discharge of his/her duties at all times and leads the chain of command in the School Administrator's absence.
- Represents the School Administrator, in his/her absences, at school activities.
- Works in conjunction with the School Administrator in supervising all school activities i.e., dances, concerts, orientation programs, plays, musicals, field trips and other special events.
- Develops and maintains a positive school/community climate and a safe and healthy environment, by being visible and promoting a favorable image of the school.
- Strives to develop rapport and serves as a positive role model for others.
- Acts in a supportive role with the School Administrator in partnership with parents, teachers and the community to promote the effective flow of communications.
- Promotes excellent school-parent relationships when discussing specific student problems with parents.
- Helps update and distribute student/parent handbooks.
- Works with teachers and students to promote building maintenance and cleanliness.
- Organizes and directs cafeteria supervision during lunch periods.
- Plans and manages for efficient utilization and maintenance of the school facilities.

*Students:*

- Oversees school policies, practices and procedures.
- Oversees student discipline and student policy and administers the student code of conduct for students in all grades.
- Supervises and evaluates middle school athletics and other clubs.

- Assists in the development of innovative strategies, preventative approaches and proactive plans for students who exhibit at risk behaviors.
- Investigates student attendance and conducts meetings for swift intervention.
- Counsels students to acknowledge and manage responsible personal conduct. Helps resolve problems that impede student learning and/or participation in school activities.

*Staff:*

- Helps in the orientation of new staff members to the teaching environment, especially as it relates to the area of public personnel policy and procedures and general building practices.
- Supports teachers who have students with behavior problems, or intervenes and works with staff to eliminate unacceptable behavior.
- Assists the School Administrator in the supervision and evaluation of classroom instruction.
- Supports substitute teachers in carrying out their duties.
- Other duties as required.

Qualifications:

- Significant experience in a school leadership position, middle school preferred; high school or elementary considered.
- Two years of teaching experience.
- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.
- Prefer charter or public school experience, as well as experience with a multi-cultural student population.
- Criminal background checks and TB test required.
- To the extent this position is deemed to be an administrator of instructional programs (including the supervisor of certified teachers) and/or a chief business official, this position is required to meet one of the following: (1) if the individual held a school administrator position before January 4, 2010, then evidence of maintaining continuing education is required; or (2) if the individual was hired as school administrator after January 4, 2010, then either: (a) an Administrator Certificate is required; OR (b) enrollment in an MDE-approved Principal Preparation Program within 6 months of employment (and completion within 3 years) is required. [Public Act 205 section 380.1246].

Physical Requirements:

Requires standing for up to an hour at time, lifting and carrying objects of 20 lbs daily; requires stooping and bending. May be required to work outdoors year round for short periods of time. Must be able to communicate orally, have good vision, have the ability to

identify and distinguish colors and must be able to hear. Requires manual entry of data, use of keyboard, and ability to proofread and check documents for accuracy. Must be able to operate a motor vehicle and hold a valid driver's license.

Position: Instructional Development Coach  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Non-Exempt

Purpose:

Development of competent, confident and caring teachers is the most significant contributing factor to ensure quality classroom instruction and high level student learning. This position is created for the express purpose of prescribing specific input and resources to improve the effectiveness and efficiency of teachers, primarily during their first three years at the Academy, but may continue beyond the initial three years.

Duties and Responsibilities:

*Specific Teacher Assistance Expectations:*

- Supports new teachers (years 1 – 3) in the areas of curriculum, methods, practices and lesson planning.
- Consults with all teachers to develop their individual instructional planning, delivery and assessment skills.
- Demonstrates and models best practice teaching techniques.
- Acts as a resource for teachers regarding innovative ideas, materials, strategies and best practices.
- Assists instructional staff in developing instructional assessments for the evaluation of quality subject content.
- Observes classrooms during instruction and follows-up with a conference providing clear and concise feedback on the lesson observed.
- Provides input and support to teachers that will assist special needs students in gaining access to instructional assistance.
- Assists teachers to identify student academic needs and the methods to provide differentiated instruction based on the identified needs.

*Areas of Administrative Assistance:*

- Assist the School Administrator in providing focused professional development opportunities.
- Advises the School Administrator in regard to the areas of the curriculum in need of material upgrading, revising or reviewing for continuation or change.
- Assists in the analysis and application of data for the purpose of improving student learning.
- Identifies instructional trends in need of curricular adjustment based on analysis of available data.

*Other Areas of Focus:*

- Participates in the development and daily operation of each grade level PLC.
- Acts as the conduit among teachers for the purpose of sharing information related to best instructional practices.
- Provides input relevant to student support as related to the School Improvement Plan.
- Offers suggestions, when possible, that will enhance the overall teaching/learning focus of the Academy.
- Other duties as required.

Qualifications:

- High school diploma and a minimum of five years instructional coaching required; bachelor's degree preferred.
- Prior teaching experience.
- Demonstrated success in classroom instructional techniques.
- Knowledgeable in best practices.
- Experience with data analysis.
- Successfully complete criminal background check.

Physical Requirements:

Position requires the ability to move around the school building. Includes extended periods of sitting; requires walking and standing as needed throughout the day. Must have good vision and hearing. Must be able to communicate well in verbal and written format. Requires manual entry of data, use of keyboard and the ability to proofread and check documents for accuracy.

Position: Marketing Director  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

This position creates and administers a system of communication and marketing that must be incorporated into an operational plan of timelines, events and activities. This shall include internal and external communications, marketing, partnerships, public relations and community involvement to increase and enhance the public's awareness of the Academy.

Duties and Responsibilities:

- Coordinates the communication and marketing of the school, special events, awards and honors to parents and the community.
- Designs and creates marketing materials in accordance with the mission and vision established by the Board of Directors.
- Provides periodic press releases to the media and coordinates the media when they are interested in the Academy.
- Develops and delivers presentations and materials to various audiences.
- Facilitates the development of external business and community partnerships to improve communication and marketing.
- Oversees the production of marketing products and materials through various vendors.
- Establishes and monitors strategies to insure that school community opinions are considered in the deployment of the communication and marketing plan.
- Develops strategies to communicate the details of specific communication initiatives to the internal and external communities.
- Develops, monitors and coordinates long-term and short-term plans and goals for an effective communication and marketing plan.
- Designs, creates and maintains the Academy website, updating frequently.
- Composes the Blossoms bi-weekly school-wide newsletter for distribution.
- Plans and assists with school events through the year.
- Develops flyers, notices and presentations as needed.

Qualifications:

- A bachelor's degree in communications, public relations, marketing, English, journalism or related field.
- Five years progressively more responsible professional experience in communications, public relations or public information, preferably with a public school, a non-profit or governmental agency.
- Demonstrated effective oral and written communication skills.

- Criminal background check required.

Physical Requirements:

Requires standing for up to an hour at time, lifting and carrying objects of 20 lbs daily; requires stooping and bending. Must be able to communicate orally, have good vision, have the ability to identify and distinguish colors and must be able to hear. Requires manual entry of data, use of keyboard and ability to proofread and check documents for accuracy.

Position: Finance Manager  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

Administer the business affairs of the school in order to provide the best possible educational opportunity with the financial resources available. Directs the development of annual and long-range budgets; forecasts revenues; prepares cost analysis; lists options; impact statement; prepares regular financial reports; and makes necessary adjustments to the budget. Responsible for developing and maintaining techniques and systems of accounting to ensure prompt, accurate payment of invoices and efficiently record, summarize, report and analyze the results of all fiscal transactions.

Duties and Responsibilities:

- Manages the financial affairs of the school, including handling of all funds, accounting, reporting procedures and long-range planning.
- Provides necessary financial data in a timely manner for the Board of Directors, or School Administrator when requested.
- Uploads reports to Central Michigan University and the State of Michigan.
- Plans and monitors an accounting control system.
- Prepares and analyzes all financial statements.
- Responsible for accounts payable and receivable, as well as processes and procedures.
- Ensures that all payments are made in a timely manner.
- Handles petty cash.
- Responsible for payroll and payroll taxes, paying expense reimbursements, making payments and filing reports to the Michigan Public Employees Retirement System (“MPERS”), GLP (403b TPA) and Michigan Office of Retirement.
- Submits grant applications, records and monitors spending and submits final expenditure reports to appropriate agencies.
- Prepares annual budget and financial reports, monitors income and expenses and projects and provides for adequate cash flow.
- Prepares bank deposits, reconciles bank statements and maintains control of all checks signed and ordered including the check inventory.
- Recommends policy and procedural changes in the areas of cash management and investments.
- Creates a full and complete itemized report of the finances of the school at the close of each year.
- Arranges for audits of all accounts and records annually by an independent certified public accountant selected by the Board of Directors.
- Obtains and periodically reviews property, liability, workers compensation and unemployment insurance.

- Oversees the purchasing of school supplies, equipment and services.
- Prepares short and long-range planning documents to assure organizational goals are developed and attained.
- Supervises the Accounting Assistant.
- Other duties as required.

Qualifications:

- Bachelor's degree in business administration is required, with special emphasis in accounting.
- Must have previous accounting or fiscal management experience in a school or extensive business management experience.
- Must also be proficient on the computer, including Microsoft Word and Excel, as well as have the ability to work with a variety of industry programs, often with little direction.
- Criminal background check required.

Physical Requirements:

Position includes extended periods of sitting, and regular lifting of up to 20 lbs; occasional lifting of up to 50 lbs; and requires stooping and bending. Must be able to communicate orally, have good vision, the ability to identify and distinguish colors and must be able to hear. Requires manual entry of data, use of keyboard, and ability to proofread and check documents for accuracy. Must be able to operate motor a vehicle and hold a valid driver's license.

Position: School Psychologist  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

The School Psychologist helps students succeed academically, socially and emotionally; collaborates with educators, administrators, families and other mental health professionals to create a safe, healthy and supportive learning environment for all students and strengthens connections between home and school.

Duties and Responsibilities:

- Uses empirically supported strategies to design, implement and evaluate effective policies.
- Employs practices that promote home, school and community partnerships and enhances learning and mental health goals for students.
- Identifies diverse cultural issues, situations and other factors that influence family, school and community interactions and addresses such issues when developing and providing services.
- Demonstrates knowledge regarding the social, affective and adaptive domains of child development.
- Identifies and applies sound principles of behavior change within these domains to assist in designing and implementing prevention and intervention programs.
- Helps develop challenging, but achievable, cognitive and academic goals for all students.
- Collaborates with others to develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths and needs and develops interventions to achieve these goals.
- Implements appropriate and alternative ways to monitor and assess the effectiveness of interventions and individual student progress toward goals.
- Assesses the cognitive abilities of students using a variety of instruments and techniques that are appropriate for the individual student.
- Participates in planning and implementing prevention programs to address the social and affective needs of students (e.g. programs to address bullying, school violence and school safety).
- Displays knowledge of universal screening, as well as early reading and math literacy.
- Participates in designing prevention and intervention methods to address programs that influence student learning.
- Provides direct services to individuals or groups of students (e.g. counseling, crisis interventions, mentoring and individual safety plans, when appropriate).
- Consults and confers with teachers, staff and families about strategies to facilitate the social and affective adjustment of students.

Qualifications:

- Valid State of Michigan credential authorizing pupil personnel services as a school psychologist (K-12).
- Master's degree in psychology.
- Evidence of in-depth knowledge of special education programs, with in-depth experience working with individuals with exceptional needs.
- Criminal background check required.

Physical Requirements:

Requires standing for up to an hour at time, lifting and carrying objects of 20 lbs daily; stooping and bending. May be required to work outdoors year round for short periods of time. Must be able to communicate orally, have good vision, have the ability to identify and distinguish colors and must be able to hear. Requires manual entry of data, use of keyboard and ability to proofread and check documents for accuracy.

Position: School Guidance Counselor  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

Utilizing leadership, advocacy and collaboration, the School Guidance Counselor promotes student success, provides preventive services and responds to identified student needs by implementing a comprehensive school counseling program that addresses academic, career and personal/social development for all students.

Duties and Responsibilities:

- Discusses the comprehensive school counseling program with the School Administrator.
- Develops and maintains a written plan for effective delivery of school counseling.
- Communicates the goals of the comprehensive school counseling program to education stakeholders (i.e. administrators, teachers, students, parents and community/business leaders).
- Maintains current and appropriate resources for education stakeholders.
- Uses the majority of time providing direct services through the guidance curriculum, individual student planning and preventive and responsive services and most remaining time in program management, system support and accountability. (According to the American School Counselor Association, 2005, national standards recommend 80% of time in guidance curriculum, individual student planning and preventive and responsive services and 20% of time in program management, system support and accountability.)
- Uses data to develop comprehensive programs that meet student needs.
- Provides individual and group counseling to students with identified concerns and needs.
- Consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs.
- Implements an effective referral and follow-up process as needed.
- Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.
- Conducts a yearly program audit to review the extent of program implementation and effectiveness.
- Collects and analyzes data to guide program direction and emphasis.
- Measures results of the comprehensive school counseling program activities and shares results as appropriate with relevant stakeholders.
- Monitors student academic performance, behavior and attendance and facilitates appropriate interventions.

Qualifications:

- Valid State of Michigan credential authorizing pupil personnel services as a school guidance counselor (K-12).
- Master's degree in counseling, social work or related field, such as psychology.
- Evidence of in-depth knowledge of special education programs, with in-depth experience working with individuals with exceptional needs.
- Criminal background check required.

Physical Requirements:

Requires standing for up to an hour at time, lifting and carrying objects of 20 lbs daily; stooping and bending. May be required to work outdoors year round for short periods of time. Must be able to communicate orally, have good vision and be able to hear. Requires manual entry of data, use of keyboard and ability to proofread and check documents for accuracy.

Position: School Social Worker  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

The School Social Worker will assist students with academic learning by providing strategic services that identify and address the social-emotional-environmental issues that interfere with the educational process. Working with parents/guardians, teachers, School Administrator or designee and community based resources, the School Social Worker implements strategies that promote positive school adjustment for students. The School Social Worker is a member of the student Support Services Team (“SST”).

Duties and Responsibilities:

- Identifies and assesses academic problems through analysis of factors impinging on student adjustment including factors in the home, school and community.
- Serves as a liaison between families and the school to positively promote collaborative processes in educational planning for students by encouraging parent/guardian participation in the school setting.
- Completes psychosocial assessments to assist in the determination of special education services.
- Determines and implements appropriate therapeutic strategies to effect changes in behavioral-social interactions of students and their families.
- Provides individual and group therapeutic counseling to students and their families.
- Provides parent/guardian educational workshops on identified issues related to child development, stress reduction, discipline and safety and teacher/parent/student communication.
- Collaborates with school staff and other school system personnel in implementing strategies to promote student learning.
- Participates as a member of the Individualized Educational Program (“IEP”), SST and other school based teams to develop interventions for promoting academic success.
- Serves on both school-based and system-wide committees to address educational issues, adjustment problems, safety issues and program development for students.
- Provides crisis intervention services.
- Provides social work case management for students and families.
- Provides staff consultation on behavioral-emotional-environmental issues affecting student participation in the learning process.
- Conducts staff development on issues related to social-emotional-environmental factors that impact learning.
- Develops programs to address parent/guardian participation in the school and student engagement in the educational process.
- Conducts classroom meetings, psycho-educational social skills groups and classroom presentations on identified areas of concern for the students.

- Maintains required clinical records and submits appropriate documents for statistical reports with adherence to program standards in school social work.
- Conducts home visits related to establishing communication and positive connections between the parent/guardian and school setting around identified issues.
- Completes risk assessments on referred students.
- Completes functional behavior assessments on identified students.
- Completes classroom observations.
- Serves as liaison with community agencies and assists in fostering communication between schools, parents/guardians and community leaders.
- Locates and mobilizes community resources to support the educational program.
- Attends meetings and professional development activities as required.

Qualifications:

- Valid State of Michigan credential authorizing pupil personnel services as a school social worker (K-12).
- Master's degree in counseling, social work or related field, such as psychology.
- Approval issued through the Office of Special Education.
- Evidence of in-depth knowledge of special education programs, with in-depth experience working with individuals with exceptional needs.
- Criminal background check required.

Physical Requirements:

Requires standing for up to an hour at time, lifting and carrying objects of 20 lbs daily; stooping and bending. May be required to work outdoors year round for short periods of time. Must be able to communicate orally, have good vision, have the ability to identify and distinguish colors and must be able to hear. Requires manual entry of data, use of keyboard and ability to proofread and check documents for accuracy.

Position: Accounting Assistant  
Reports to: Finance Manager  
Employed by: Board of Directors  
FLSA: Non-exempt

Purpose:

The Accounting Assistant performs routine clerical and bookkeeping work to examine, analyze and verify fiscal records. Responsibilities include maintaining general fund accounts, payroll accounts, food service accounts, fixed asset accounts and special fund accounts. The Accounting Assistant exercises independent judgment in solving most problems. Work is performed under the general direction of the Finance Manager and is reviewed through analyses of statements and reports, and is subject to audits.

Duties and Responsibilities:

- Prepares invoice batches after approval by the Finance Manager.
- Compiles data, records payments, records before and after school and lunch payments received from parents.
- Computes and inputs general fund financial information and general journal entries.
- Prepares payables for mailing.
- Reconciles checking accounts.
- Files federal, state and local tax payments and reports.
- Prepares cash deposits.
- Requests quotes and bids for services or equipment as directed by the Finance Manager.
- Maintains employee attendance records.
- Other duties as required.

Qualifications:

- A minimum of two years of college and two years of bookkeeping experience or a high school diploma and 10 years of experience in bookkeeping.
- Prefer completion of PCSB School Bookkeeper Training course.
- Must be proficient in computerized accounting and spreadsheet software, especially Excel.
- Criminal background check required.

Physical Requirements:

Includes extended periods of sitting and regular lifting of up to 20 lbs; occasional lifting of up to 50 lbs. Requires stooping and bending. Must be able to communicate orally, have good vision, the ability to identify and distinguish colors and must be able to hear. Requires manual entry of data, use of keyboard and ability to proofread and check documents for accuracy.

Position: Human Resource Advisor  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

The Human Resource (“HR”) Advisor supports staff regarding benefit, salary and personnel policies and issues and provides counsel to the School Administrator on personnel issues. The HR Advisor ensures that the school’s policies, practices and procedures meet best practices in current HR law.

Duties and Responsibilities:

- Administers and manages medical benefits including open enrollment, changes and problem solving.
- Assists staff with MPSERS 403b retirement options; coordinates periodic staff meetings with a retirement specialist.
- Secures benefit quotes periodically to maintain strong, yet cost effective, benefit options.
- Maintains and updates the Employee Handbook.
- Reviews and revises job descriptions as needed.
- Posts new positions; recruits and interviews job candidates. Provides guidance to others involved in the hiring process; administers assessments to aid in selection.
- Processes and monitors new hire paperwork for new staff including, but not limited to: fingerprinting, physical exams and unprofessional conduct letter.
- Maintains teaching certificates and other personnel documentation, as well as professional development records.
- Conducts orientation along with the School Administrator for new staff.
- Develops and maintains wage and salary system.
- Provides counsel to School Administrator and other leadership staff on HR issues.
- Recommends new policies, procedures and forms to maintain HR systems.
- Prepares timesheets for bi-weekly payroll processing for Academy and employee leasing company payrolls.
- Coordinates employee leasing substitute system; trains teachers on the use of the AESOP online system for recording absences.
- Reconciles substitutes hours bi-weekly with employee leasing company.
- Maintains manual attendance records for salaried staff, reconciles to employee leasing company reports annually.
- Assists with Board Policy and Administrative Guideline review meetings; coordinates the Board of Directors’ approval process.
- Responsible for the semi-annual Registry of Educational Personnel (“REP”) report to the State of Michigan.
- Maintains employee emergency information.
- Provides administrative or clerical assistance in the office as needed.

- Oversees workers compensation.
- Attends periodic training as needed.
- Other duties as required.

Qualifications:

- Bachelor's degree in human resources or related degree along with five years of experience; or a high school diploma and 10 years of experience in human resources.
- Must have experience in hiring practices, benefit administration, wage and salary administration, developing policies, maintaining an employee handbook and writing job descriptions.
- Must be proficient on the computer, including Microsoft Word and Excel, as well as have the ability to work with a variety of industry programs.
- Criminal background check required.

Physical Requirements:

Position includes extended periods of sitting and regular lifting of up to 20 lbs. Must be able to communicate orally and have good vision. Requires manual entry of data, use of keyboard and ability to proofread and check documents for accuracy.

Position: Teacher  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

Teachers shall have responsibility for carrying out the mission of the school by implementing in the classroom its educational goals, curriculum design, program adoptions and all policies as directed by the School Administrator. Expectations and specific duties include, but are not limited to the following:

Duties and Responsibilities:

- Use multiple measures of data to consistently drive and adjust instruction.
- Demonstrates evidence of preparation and forethought for the time spent with students.
- Constructs a classroom environment that allows children to learn about democracy through living democratically.
- Promotes inner or self-discipline and supplies external non-punitive discipline only when a child proves unable to be responsible.
- Understands child development and provides children with activities appropriate to their level of maturity.
- Provides learning experiences that require children to learn by doing “hands-on activities.”
- Provides a learning environment that requires children to be critical thinkers, non-violent problem solvers and decision makers.
- Functions as an educational counselor who encourages children and facilitates planning of their own activities.
- Offers a balance between Teacher presentations (introductions to new ideas and experiences) and activities based upon the children’s interests (their existing worlds).
- Assures that students develop competencies in basic communication skills. These competencies are to be developed primarily through literature-based reading and process writing, supplemented with small group or individualized instruction in specific skill areas.
- Makes full use of community resources by taking field trips related to classroom studies and by bringing community “experts” into the classroom.
- Provides daily schedules, monthly calendars, yearly overviews and other pertinent curriculum information to the School Administrator in a timely manner.
- Constructs portfolios of each child’s work to observe growth over a period of time. These objective records are to be supplemented with subjective classroom observations and formal testing.
- Maintains, with the students, an orderly, safe, healthy and aesthetically pleasing classroom.
- Participates in a majority of parent-teacher meetings and other school-wide functions.

- Continually demonstrates awareness and concern for the issues of racism, gender bias, violence and justice.

Qualifications:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.
- Preferably at the date of hire, but not later than two years from the anniversary of their date of hire, Teachers shall have completed special training in areas defined by the School Administrator as relevant to the school's approved curriculum.
- Criminal background check required.

Physical Requirements:

May sit or stand at will. Need to assist children; requires stooping and bending. Works indoors and outdoors year around. Must have good vision and hearing.

Position: RTI (“Intervention”) Teacher Coordinator  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

The Intervention Teacher Coordinator’s responsibility is to work in partnership with classroom Teachers, to facilitate optimal student achievement in reading and math. This shall be done through regular meetings with classroom Teachers and Teacher Assistants to determine which students need additional support.

The Intervention Teacher Coordinator shall have responsibility for carrying out the mission of the school by implementing the educational goals, curriculum design, program adoptions and all policies of the Academy as directed by the School Administrator.

Duties and Responsibilities:

- Use multiple measures of data to consistently drive and adjust instruction.
- Collaborates with the classroom Teachers, Resource Room – Special Education Teacher and Teacher Assistants to identify and evaluate potential at-risk students.
- Conducts testing of students to develop an individualized learning plan for students needing assistance in reading or math.
- Monitors student progress working with parents, mentors and teachers to maximize learning opportunities.
- Maintains materials including workbooks, games, educational library and instructional materials for parents and staff in Spanish and English, as well as other resources.
- Collects reading testing data and work samples to create a spreadsheet to share with teachers annually.
- Maintains compliant education student files.
- Establishes and maintains relationships with community service organizations (Big Brothers and Sisters, GVSU teaching students, etc.) to solicit mentors.
- Coordinates mentoring schedules with classroom Teachers, student “specials” times, school calendar and mentor availability.
- Attends events and workshops for learning, networking and public speaking opportunities as needed.
- Assists in Title I and Title II grant application process, monitoring and end of year reporting.
- Maintains, inventories, organizes and orders needed supplies within budget.
- Supervises, develops and evaluates intervention staff.
- Seeks training opportunities to improve skills.
- Demonstrates evidence of preparation and forethought for the time spent with students.

- Promotes inner or self-discipline and supplies external non-punitive discipline only when a child proves unable to be responsible.
- Understands child development and provides children with activities appropriate to their level of maturity.
- Provides learning experiences that require children to learn by doing “hands-on activities.”
- Continually demonstrates awareness and concern for the issues of racism, gender bias, violence and justice.
- Other duties as required.

Qualifications:

- A master’s degree in literacy or related field desired.
- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.
- At least three years of experience with an individualized reading and/or math program.
- Criminal background check required.

Physical Requirements:

May sit for extended periods of time. Requires standing, walking, stooping and bending, reaching overhead, grasping, pushing, pulling, moving, lifting and/or carrying up to 25 lbs. Must be able to see and read a computer screen and printed matter, have the ability to enter data on a keyboard and write clearly. Must be able to hear, understand speech and speak at normal levels on the telephone. Must have own vehicle and valid driver’s license.

Position: Resource Room – Special Education Teacher  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

The Resource Room – Special Education Teacher’s responsibility is to work in partnership with students, classroom Teachers, parents and special education consultants to facilitate optimal student achievement. This shall be done with a commitment to team planning and implementation of student programs including individualized and small group instruction, as well as consultation with consultative specialists and classroom staff.

The Resource Room – Special Education Teacher shall have responsibility for carrying out the mission of the school by implementing the educational goals, curriculum design, program adoptions and all policies of the Academy as directed by the School Administrator.

Duties and Responsibilities:

- Use multiple measures of data to consistently drive and adjust instruction.
- Collaborates with classroom Teachers to monitor student progress and compliance (including student compliancy issues, withdrawals, etc.).
- Manages paperwork including prior notices, parental rights, 504s and IEPs and be compliant with timelines.
- Conducts IEPs with students, parents and teachers effectively explaining purpose, rights and suggested program for the student.
- Maintains IEPs and 504s and other special education paperwork as required by federal and state government.
- Completes paperwork accurately, according to regulations and on time.
- Collects data and appropriate work samples.
- Assists classroom Teachers with specially designed instruction when necessary, including small group or individualized learning or testing.
- Maintains communication with CTC and/or other service providers to ensure compliance with provision of services, evaluations, and progress reports.
- Obtains and maintains compliant special education student files.
- Attends special education administrator monthly meetings at KISD.
- Maintains, inventories, organizes and orders needed supplies within budget.
- Seeks training opportunities to improve skills.
- Collaborates with classroom, ESL and RTI program to identify and evaluate potential at-risk students.
- Coordinates and leads Child Study Team meetings and assists teachers in creating behavior and intervention plans.

- Monitors general education teacher's teaching practices as related to making necessary accommodations and modifications for special education students.
- Bills for Medicaid services on a monthly basis.
- Demonstrates evidence of preparation and forethought for the time spent with students.
- Promotes inner or self-discipline and supplies external non-punitive discipline only when a child proves unable to be responsible.
- Understands child development and provides children with activities appropriate to their level of maturity.
- Provides learning experiences that require children to learn by doing "hands-on activities."
- Continually demonstrates awareness and concern for the issues of racism, gender bias, violence and justice.
- Other duties as required.

Qualifications:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.
- At least three years of experience in special education.
- Criminal background check required.

Physical Requirements:

May sit for extended periods of time. Requires standing, walking, stooping and bending, reaching overhead, grasping, pushing, pulling, moving, lifting and/or carrying up to 25 lbs regularly, on occasion may be up to 75 lbs. Must be able to see and read a computer screen and printed matter and have the ability to enter data on a keyboard. Must be able to hear, understand speech and speak at normal levels on the telephone. Must have own vehicle and valid driver's license.

Position: Teacher - Art  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

The Art Teacher is responsible for designing significant learning experiences in art for the individual child. These experiences include the development of the student's perceptual and community skills through the use of visual art.

The Art Teacher shall have responsibility for carrying out the mission of the school by implementing in the classroom its educational goals, curriculum design, program adoptions and all policies as directed by the School Administrator.

Duties and Responsibilities:

- Coordinates the art program within state guidelines and the Academy art curriculum.
- Guides students to visualize, understand, appreciate, interpret and enhance artistic values in their daily lives.
- Encourages students to develop their own creativity rather than imposing upon them any style or "adult standard."
- Encourages and promotes the coordination of art with other subject areas in the elementary curriculum.
- Plans a sequential program in art concepts by identifying, implementing and evaluating concepts appropriate to the child.
- Maintains, inventories, organizes and orders needed supplies within budget and cares for art materials.
- Seeks training opportunities to improve skills.
- Demonstrates evidence of preparation and forethought for the time spent with students.
- Promotes inner or self-discipline and supplies external non-punitive discipline only when a child proves unable to be responsible.
- Understands child development and provides children with activities appropriate to their level of maturity.
- Provides learning experiences that require children to learn by doing "hands-on activities."
- Continually demonstrates awareness and concern for the issues of racism, gender bias, violence and justice.
- Other duties as required.

Qualifications:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.

- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.
- Understanding and knowledge of child development.
- Criminal background check required.

Physical Requirements:

Position requires standing for one to two hour periods of time, as well as some stooping, bending, reaching and grasping. Must be able to lift and carry objects of up to 20 lbs regularly. Position requires manual dexterity or fine motor skills and good vision, including color vision and the ability to identify and distinguish colors. Must be able to hear and communicate orally. Must be able to work in an environment that is uncomfortable due to drafts, noise, temperature variation and other conditions.

Position: Teacher – Band  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

The Band Teacher is responsible for designing significant learning experiences in band for the individual child. The Band Teacher should establish music as a vital living experience in the life of each child.

The Band Teacher shall have responsibility for carrying out the mission of the school by implementing in the classroom its educational goals, curriculum design, program adoptions and all policies as directed by the School Administrator.

Duties and Responsibilities:

- Develops and aligns the Academy curriculum with Common Core State Standards.
- Organizes and conducts tryouts for the band and band instruments.
- Plans, rehearses and directs musical experiences for the school and community with a minimum of two evening performances per school year.
- Seeks opportunities for additional musical performances, internally for school productions or graduation for example, as well as external community events.
- Seeks opportunities for students to participate in out-of-school opportunities such as Solo and Ensemble, Youth Symphony or music camps.
- Encourages students to improve their musical skills and appreciate and enjoy their participation in band.
- Inventories, organizes, orders and cares for band materials and equipment. Assembles and maintains a music library.
- Submits budget needs annually for consideration. Accounts for the use of program funds including, but not limited to, the income and expenditure of monies from fund raising efforts.
- Seeks professional development to enhance professional competence, keeping informed of latest techniques, theories, music and opportunities.
- Supervises all students participating in the band during class time or other band-related activities.
- Continually demonstrates awareness and concern for the issues of racism, gender bias, violence and justice.

Qualifications:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.
- Demonstrates expertise in knowledge and teaching of instrumental music.

- Skilled in managing middle school-aged students in a positive, supportive and effective manner.
- Criminal background check required.

Physical Requirements:

Position requires ability to move around a classroom to assist students as needed. Stage performance requires ability to climb short flight of stairs. Must be able to lift and carry objects of up to 20 lbs occasionally. Position requires manual dexterity or fine motor skills, good vision and the ability to hear and communicate in both a written and oral manner.

Position: Teacher - Music  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

The Music Teacher is responsible for designing significant learning experiences in music for the individual child. The Music Teacher should establish music as a vital living experience in the life of each child.

The Music Teacher shall have responsibility for carrying out the mission of the school by implementing in the classroom its educational goals, curriculum design, program adoptions and all policies as directed by the School Administrator.

Duties and Responsibilities:

- Coordinates the music program within state guidelines and Academy Music curriculum.
- Guides students to enjoy, appreciate and interpret music in his/her daily life.
- Encourages students to develop their own creativity by providing opportunities for creativity in each experience area.
- Encourages and promotes the coordination of music with other subject areas in the elementary curriculum.
- Inventories, organizes, orders and cares for music materials and equipment.
- Seeks training opportunities to improve skills.
- Demonstrates evidence of preparation and forethought for the time spent with students.
- Promotes inner or self-discipline and supplies external non-punitive discipline only when a child proves unable to be responsible.
- Understands child development and provides children with activities appropriate to their level of maturity.
- Provides learning experiences that require children to learn by doing “hands-on activities.”
- Continually demonstrates awareness and concern for the issues of racism, gender bias, violence and justice.

Qualifications:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.
- Understanding and knowledge of child development.
- Ability to play the piano or another musical instrument is preferred.

- Criminal background check required.

Physical Requirements:

Position requires ability to move around a classroom to assist students as needed. Stage performance requires ability to climb short flight of stairs. Must be able to lift and carry objects of up to 20 lbs occasionally. Position requires manual dexterity or fine motor skills, good vision and the ability to hear and communicate in both a written and oral manner.

Position: Teacher – Physical Education  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

The Physical Education Teacher is responsible for conducting, planning and organizing a sound physical education program.

The Physical Education Teacher shall have responsibility for carrying out the mission of the school by implementing in the classroom its educational goals, curriculum design, program adoptions and all policies as directed by the School Administrator.

Duties and Responsibilities:

- Coordinates program within state guidelines and Academy Physical Education curriculum.
- Plans for and directs the elementary physical education program.
- Maintains physical education supplies, inventories equipment and purchases physical education supplies and equipment within budget.
- Coordinates All Children Exercising Simultaneously (“ACES”) and Mileage programs.
- Seeks training opportunities to improve skills.
- Demonstrates evidence of preparation and forethought for the time spent with students.
- Promotes inner or self-discipline and supplies external non-punitive discipline only when a child proves unable to be responsible.
- Understands child development and provides children with activities appropriate to their level of maturity.
- Provides learning experiences that require children to learn by doing “hands-on activities.”
- Continually demonstrates awareness and concern for the issues of racism, gender bias, violence and justice.
- Other duties as required.

Qualifications:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.
- Student teaching or previous teaching experience on the elementary level.
- Criminal background check required.

Physical Requirements:

Position requires high degree of physical interaction including standing for long periods of time, stooping, bending, reaching and grasping. Must be able to lift and carry objects of up to 20 lbs regularly. May work indoors or outdoors in a variety of weather conditions. Must be able to work in an environment that is uncomfortable due to drafts, noise, temperature variation and other conditions. Must have good vision, hearing, and ability to communicate orally.

Position: Teacher - Spanish  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

The Spanish Teacher is responsible for designing significant learning experiences that implement multiple learning/teaching techniques to help the students gain a working knowledge (speaking, reading and writing) of a foreign language and a sensitivity and appreciation for other cultures and customs.

The Spanish Teacher shall have responsibility for carrying out the mission of the school by implementing in the classroom its educational goals, curriculum design, program adoptions and all policies as directed by the School Administrator.

Duties and Responsibilities:

- Teaches skills and knowledge in foreign language instruction to elementary students according to the State standards and established Academy curriculum.
- Uses technology to support the Academy curriculum including graphics, CDs, etc.
- Develops lesson plans and supplemental materials; provides an increasingly broader and deeper understanding of the subject matter to the child, based on grade level.
- Provides individualized and small group instruction in order to adapt the curriculum to the needs of each student.
- Maintains, organizes and orders needed supplies within budget.
- Seeks training opportunities to improve skills.
- Demonstrates evidence of preparation and forethought for the time spent with students.
- Promotes self-discipline and supplies external non-punitive discipline only when a child proves unable to be responsible.
- Understands child development and provides children with activities appropriate to their level of maturity.
- Provides learning experiences that require children to learn by doing “hands-on activities.”
- Continually demonstrates awareness and concern for the issues of racism, gender bias, violence and justice.
- Other duties as required.

Qualifications:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.
- Understanding and knowledge of child development.

- Criminal background check required

Physical Requirements:

Position requires standing for two-four hour periods of time as well as some stooping, bending, reaching and grasping. Must be able to lift and carry objects of up to 20 lbs regularly. Must be able to hear and be able to communicate orally.

Position: ESL Teacher  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

The ESL Teacher's responsibility is to work in partnership with students, classroom Teachers, the intervention team, Resource Room – Special Education Teacher and parents to facilitate optimal student achievement in reading and language arts. This shall be done with a commitment to collaboration with classroom Teachers, individualized student learning plans, Resource Room – Special Education Teachers and staff and educating parents.

The ESL Teacher shall have responsibility for carrying out the mission of the school by implementing the educational goals, curriculum design, program adoptions and all policies of the Academy as directed by the School Administrator.

Duties and Responsibilities:

- Use multiple measures of data to consistently drive and adjust instruction.
- Collaborates with the classroom Teacher, Resource Room – Special Education Teacher, Teacher Assistants and Paraprofessionals to identify and evaluate potential at-risk students.
- Conducts ELPA testing of students to develop an individualized learning plan for students needing assistance in reading and language arts.
- Monitors student progress; works with parents, Paraprofessionals and Teachers to maximize learning opportunities.
- Utilizes intervention materials including workbooks, games, educational library and instructional materials for parents in Spanish and English, as well as other resources.
- Collects and maintains work samples and testing to prepare data to share with teachers and to fulfill state reporting requirements.
- Attends events and workshops for learning, networking and public speaking opportunities as needed; Seeks training opportunities to improve skills.
- Assists in Title I and Title II grant application processes; monitors end of year reporting.
- Maintains, inventories, organizes and orders needed supplies within budget.
- Demonstrates evidence of preparation and forethought for the time spent with students.
- Promotes inner or self-discipline and supplies external non-punitive discipline only when a child proves unable to be responsible.
- Understands child development and provides children with activities appropriate to their level of maturity.
- Provides learning experiences that require children to learn by doing, “hands-on activities.”

- Continually demonstrates awareness and concern for the issues of racism, gender bias, violence and justice.
- Other duties as required.

Qualifications:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.
- An ESL endorsement would be preferred or enrollment in a qualified ESL educational program.
- Experience working with ESL students is preferred.
- Criminal background check required.

Physical Requirements:

May sit for extended periods of time. Requires standing, walking, stooping, bending, reaching overhead, grasping, pushing, pulling, moving, lifting and/or carrying up to 25 lbs. Ability to see, read a computer screen, read printed material, enter data on a keyboard and write clearly. Must be able to hear, understand speech and speak at normal levels on the telephone. Must have own vehicle and valid driver's license.

Position: Teacher Assistant 1  
Reports to: Teacher to whom they are assigned  
Employed by: Board of Directors  
FLSA: Non-exempt, hourly

Purpose:

The Teacher Assistant 1 will provide assistance to teachers within the classroom and supervise students during non-instructional periods. Specific duties include, but are not limited to, the following:

Duties and Responsibilities:

- Serve as a partner with the teacher during instruction.
- Assists individual and small groups of children during instructional periods at the direction of the teacher.
- Prepares instructional materials.
- Records attendance, lunch counts, homework assignments, etc.
- Supervises small groups when on class field trips.
- Supports the implementation of school-approved discipline policies.
- Supervises lunch and recess periods.
- May substitute based on teacher recommendation.
- Other duties as required.

Qualifications:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.
- Demonstrated proficiency in reading, writing, mathematics, spelling and other basic academic skills.
- Criminal background check required.

Physical Requirements:

Must be able to stand, sometimes for long periods of time. Need to assist children; requires stooping and bending. Works indoors and outdoors year round. Must have good vision and hearing.

Position: Teacher Assistant 2  
Reports to: Teacher to whom they are assigned  
Employed by: Board of Directors  
FLSA: Non-exempt, hourly

Purpose:

The Teacher Assistant 2 will provide assistance to teachers within the classroom and supervise students during non-instructional periods. The Teacher Assistant 2 will have the first opportunity to substitute teach in the teacher's absence.

Specific duties include, but are not limited to, the following:

Duties and Responsibilities:

- Serves as a partner with the teacher during instruction.
- Assists individual and small groups of children during instructional periods at the direction of the teacher.
- Prepares instructional materials.
- Records attendance, lunch counts, homework assignments, etc.
- Supervises small groups when on class field trips.
- Supports the implementation of school-approved discipline policies.
- Supervises lunch and recess periods.
- Other duties as required.

Qualifications:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.
- Demonstrated proficiency in reading, writing, mathematics, spelling and other basic academic skills.
- Criminal background check required.

Physical Requirements:

Must be able to stand, sometimes for long periods of time. Need to assist children; requires stooping and bending. Works indoors and outdoors year round. Must have good vision and hearing.

Position: Paraprofessional 1  
Reports to: Teacher to whom they are assigned  
Employed by: Board of Directors  
FLSA: Non-exempt

Purpose:

The Paraprofessional 1 provides individualized assistance to students within or outside of the classroom and may supervise students during both non-instructional and instructional periods. Specific duties include, but are not limited to, the following:

Duties and Responsibilities:

- Assists individual and small groups of children during instructional periods both inside and outside of the classroom.
- May require independent decision making regarding students and their needs; makes recommendations to Teachers.
- Prepares a schedule for meeting with students and adheres to that schedule throughout the day.
- Gathers or prepares instructional materials as needed.
- Supports the implementation of school-approved discipline policies.
- Supervises lunch and recess periods as required.
- Other duties as required.

Qualifications:

- Complete at least two years of study at an institution of higher education (equal to 60 semester hours); **or**
- Obtain an associate's degree (or higher); **or**
- Meet a rigorous standard of quality and demonstrate, through a formal state or local academic assessment
  - Knowledge of, and the ability to assist in, instructing reading, writing and mathematics; or
  - Knowledge of and the ability to assist in, instructing reading readiness, writing readiness and mathematics readiness, as appropriate.
- Demonstrated proficiency in reading, writing, mathematics, spelling and other basic academic skills.
- Criminal background check required.

Physical Requirements:

Must be able to stand, sometimes for long periods of time. Need to assist children; requires stooping and bending. Works indoors and outdoors year round. Must have good vision and hearing.

Position: Paraprofessional 2  
Reports to: Teacher to whom they are assigned  
Employed by: Board of Directors  
FLSA: Non-exempt

Purpose:

The Paraprofessional 2 provides assistance to students within or outside of the classroom and may supervise students during both non-instructional and instructional periods. Specific duties include, but are not limited to, the following:

Duties and Responsibilities:

- Assists individual and small groups of children during instructional periods both inside and outside of the classroom.
- Prepares a schedule for meeting with students and adheres to that schedule throughout the day.
- Gathers or prepares instructional materials as needed.
- Supports the implementation of school-approved discipline policies.
- Supervises lunch and recess periods as required.
- May require independent decision making regarding students and their needs; makes recommendations to teachers.
- Other duties as required.

Qualifications:

- Completion of a four year degree.
- Demonstrated proficiency in reading, writing, mathematics, spelling and other basic academic skills.
- Criminal background check required.

Physical Requirements:

Must be able to stand, sometimes for long periods of time. Need to assist children; requires stooping and bending. Works indoors and outdoors year round. Must have good vision and hearing.

Position: Director, Before and After School Program  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

Leader for the Before and After School Care (“B/ASC”) program at the Academy, including administrative and financial responsibilities, instruction/activity programming and maintaining a positive, safe and healthy school/community environment for the program. Work is performed under general direction and is review by the business office and School Administrator.

Duties and Responsibilities:

*Administrative and Financial:*

- Administers day-to-day operations.
- Maintains attendance records for students.
- Prepares weekly billing.
- Posts payments to family accounts.
- Works with collections service for non-payment.
- Primary communication contact for parents.
- Supervises schedules and paperwork for child care staff.
- Maintains state licensing, including staff records and training requirements.

*Instruction/Activity:*

- Plans, prepares and implements the activities of the programs.
- Constructs, selects and maintains appropriate instructional materials.

*Behavioral:*

- Applies positive discipline techniques in working with students.
- Adheres to the bully prevention program and the established Academy disciplinary actions.
- Develops and maintains a positive, safe and healthy school/community climate and environment for the students attending the program.
- Contributes to the positive image of the B/ASC Program and the Academy as a whole.
- Performs other duties as required.

#### Qualifications:

- Completion of two years of college (60 semester hours) and 18 semester hours in early childhood education or child development (may be obtained concurrently with position) and 1920 hours of experience with elementary school aged children, OR
- Associate's degree in child development, 18 semester hours in early childhood education or child development and 960 hours of experience.
- Current CPR and first aid training.
- Twelve clock hours of annual training in appropriate programs.
- Administrative/financial experience.
- Comply with all requirements established by the Michigan Department of Human Services.
- Criminal background check required.

#### Physical Requirements:

Includes extended periods of standing and walking both indoors and outdoors. Position requires stooping and bending. May work indoors or outdoors in a variety of weather conditions. Must be able to work in an environment that is uncomfortable due to drafts, noise, temperature variation and other conditions. Must have good vision and hearing and be able to communicate orally.

Position: Technology/Network Specialist  
Reports to: Midwest Management Group, Inc.; indirectly reports to the School Administrator  
Employed by: Midwest Management Group, Inc.  
FLSA: Exempt

Purpose:

Provides computer support by troubleshooting and correcting problems with computer hardware or software applications.

Responsible for providing a basic level of technical expertise and user support necessary for the day-to-day operation and maintenance of one or more Local and Wide Area Networks. Installs, moves and maintains hardware and software; performs programming; trains staff; troubleshoots reported problems with equipment or software; and makes budget projections based on school needs. Supports stand-alone personal computer applications.

Duties and Responsibilities:

- Assures the effective day-to-day operation and maintenance of networks by providing technical and user support as needed.
- Provides computer support by troubleshooting and correcting problems on workstations.
- Installs and upgrades computer hardware and software applications including moving and maintaining network equipment such as servers, routers, hubs and workstations. Also includes moving computers, printers, monitors, cabling, peripheral and communication equipment.
- Assists in installing, configuring and maintaining terminal emulation hardware and software which enables personal computers and Local and Wide Area Networks.
- Maintains website(s).
- Creates and maintains databases, network accounts and programs for specific department needs.
- Installs, maintains and modifies system software and files as needed. Maintains system security and integrity with network software and regular system file backups.
- Maintains inventory of hardware and ensures appropriate licensures.
- Serves as a help desk resource for staff.
- Maintains user accounts and necessary login and password changes.
- Searches literature on an outgoing basis for information on the latest developments in information systems technology. Researches and writes analytical reports as needed including evaluations and recommendations on software and hardware products.
- Trains staff in the use of hardware and software. Designs training programs which may include the service of training consultants as approved.
- Performs system programming as needed. Recommends and uses consultants for programming needs, hardware troubleshooting and repair under special circumstances as approved.

- Participates in the development of long and short term plans for the technology needs of the school and related budget projections.

Qualifications:

- Associate's degree in a computer related field and two years of experience or equivalent combination of education and experience.
- Demonstrated computer skills, human relations and effective communication skills are required.
- Must be able to prioritize requests to minimize down time for affected parties.
- Must understand license restrictions and confidentiality guidelines in reference to applications and information stored within the network. Incumbent must keep updated with the new computer technology and understand how these relate to ongoing problems.
- May be required to work extended hours and provide on-call coverage.
- Criminal background check required.

Physical Requirements:

Position requires lifting and carrying up to 50 lbs regularly and up to 100 lbs occasionally. Includes standing, stooping, bending, reaching and grasping regularly. Must have good vision and hearing and be able to communicate orally.

Disclaimer:

This job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and qualifications required of employees assigned to the job.

Position: Data Base Applications Specialist  
Reports to: Technology/Network Specialist  
Employed by: Midwest Management Group, Inc.  
FLSA: Exempt

Purpose:

Assists in the modification and implementation of information technology applications. Supports educators and administrators in their use of data for analysis and decision-making. Manages, analyzes, reports and demonstrates the use of data and database tools as they relate to education. Provides technical support and problem resolution on the use of the database applications. Assists in the design, coordination and implementation of in-service training activities utilizing existing and emerging software applications and technologies.

Duties and Responsibilities:

Work is performed under the general supervision of administration. An employee in this position may be called upon to do any or all of the following: (Does not include all tasks employee may be expected to perform.)

- Monitors the modification and implementation of information technology applications.
- Provides technical support for the database environment.
- Provides training to technical support and applications staff in the effective utilization of database.
- Implements methodology for the ongoing assessment of database performance.
- Enforces database use guidelines.
- Provides consultation and training sessions for database users.
- Ensures that external and internal regulations and policies governing data management are met including regulations concerning security, audit ability and privacy.
- Maintains standard operating procedures and user training documentation for database systems in use at the Academy.
- Assists in the management of programs for translating and moving data from external sources into Academy databases.
- Assists in the management of programs for exporting data from Academy databases to external systems.
- Provides back up for other positions in the Technology Department.

Qualifications:

- Associates degree in a computer or education related field, or equivalent to that which normally would be acquired by completing a two year technical trade or a two-year college program in, management information systems or a related field.
- Knowledge and experience working in educational institutions preferred.

- Two years of related work experience in database administration, information management or an equivalent combination of education and experience. Please note that additional years of relevant experience may be considered in lieu of the minimum education requirement.
- Experience with school management systems is preferred.
- Experience with Windows and Mac operating systems, basic networking, Web-based applications, Microsoft Office applications, Google apps and/or other productivity software applications.

Physical Requirements:

While performing the duties of this job the employee is regularly required to: operate a computer; view video display terminals; reach with hands and arms; sit; use hands and fingers to grip, handle or feel objects, tools or controls; talk and hear. Specific vision abilities required by this job include close vision and ability to adjust focus. Requires manual entry of data, use of keyboard and the ability to proofread and check documents for accuracy.

Position: Food Service Director  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

Responsible for managerial and supervisory duties operating the school breakfast and hot lunch program. Maintains state and federal standards and implements the Board of Directors' policies regarding the healthy food policies. Work performed under the general supervision of the School Administrator.

Duties and Responsibilities:

- Maintains total responsibility for overall efficient management of school food program.
- Maintains an efficient food service program and high quality food service staff by recruiting, selecting, training, scheduling, supervising and evaluating all food service personnel.
- Plans and analyzes menus for breakfast and lunch program; maintains high standards for healthy offerings according to the Academy's healthy food policy with an emphasis on menu appeal and nutritional value.
- Maintains a purchasing system consistent with USDA and State purchasing guidelines.
- Enforces federal and state regulations regarding nutritional standards, reports and records.
- Prepares and maintains all records for required audits and reviews.
- Oversees the administration of the free and reduced price meals program according to federal regulations.
- Monitors and administers the food services budget.
- Monitors and analyzes all revenue sources.
- Orders all food and supplies used to sustain the programs.
- Reviews and authorizes program expenditures.
- Assesses students' preference, industry trends and current research to develop a long-range plan that facilitates continuous program improvement.
- Ensures that established sanitation and safety standards are maintained.
- Coordinates all equipment maintenance with the appropriate personnel or private service provider.
- Attends ongoing training to keep informed of industry standards and changes.

Qualifications:

- A bachelor's degree in institutional food service management or related field is required, and at least two years of institutional experience.

- High school diploma or GED and five years of successful experience as a food service manager could be substituted for the degree, or a combination of industry training and experience.
- Periodic Health Department and National School Lunch Program training required.
- Must have own transportation to assist with food purchases.
- ServSafe Certification.
- Criminal background check required.

Physical Requirements:

Must be able to lift up to 20 pounds daily and be able to stand for entire shift. Must have the ability to communicate orally, have good vision, sense of smell and good hearing. Must be able to operate motor vehicle and hold a valid driver's license.

Position: Food Service Breakfast Cook  
Reports to: Midwest Management Group, Inc.; indirectly reports to the Food Service Director  
Employed by: Midwest Management Group, Inc.  
FLSA: Non-exempt

Purpose:

Performs specialized kitchen tasks essential to the efficient operation of serving school breakfast meals. Responsible for the preparation, serving and storage of food; cleaning and maintenance of food service areas; and operation of mechanical equipment. Work is performed under supervision and is reviewed for results obtained. Maintains state and federal standards.

Duties and Responsibilities:

- Prepares and cooks main dish entrees, as well as side dishes which may include washing, peeling, weighing, cutting, assembling, sorting and mixing foods.
- Responsible for the quality and quantity of food prepared for serving.
- Follows written recipes and instructions; uses mathematics in expanding or checking recipe conversions.
- Sets up serving carts and cleans up areas.
- Portions and serves food and supplies, serving the students as required.
- Collects post breakfast food and records quantity of used and unused food; stores food using proper sanitary procedures; and supplies food for next day.
- Maintains sanitary work areas to include personal cleanliness, food handling, food storage, food preparation and clean up.
- Checks out food from storeroom; maintains required records.
- Operates kitchen production equipment including mixers, ovens, choppers, slicers, steamers, compactors, scales, dishwashers, etc.; maintains defined standards of safety in handling equipment and tools.
- Records daily student breakfast counts in the food service database.
- Washes dishes, pots and pans and utensils.
- Cleans dining rooms tables and floor; cleans work areas and equipment, including but not limited to steamers, ovens, serving areas and refrigerators.
- Performs lifting on a routine basis of up to 50 pounds.
- Performs other related duties as assigned.

Qualifications:

- High school diploma or GED; previous experience cooking for large groups in a school or other institutional setting.
- Must attend Health Department training and National School Lunch program training as required.
- Criminal background check required.

Physical Requirements:

Must be able to lift up to 50 pounds daily and be able to stand for entire shift. Must have the ability to communicate orally, have good vision, sense of smell and good hearing.

Position: Food Service Server  
Reports to: Midwest Management Group, Inc.; indirectly reports to Food Service Director  
Employed by: Midwest Management Group, Inc.  
FLSA: Non-exempt

Purpose:

Performs the operation of serving meals in a school lunch room. Responsibilities include preparing the serving area for lunch, serving lunch and cleaning up between all lunches. Maintains state and federal standards.

Duties and Responsibilities:

*Prep Serving Area:*

- Prepares cleaning solutions.
- Collects food and utensils for serving from the kitchen.
- Organizes serving area.
- Opens salad bar.

*Clean Up Between All Lunches:*

- Covers serving line food.
- Returns main item to kitchen.
- Reports on low food supply.
- Washes down serving line and serving area.

Qualifications:

- High school diploma or GED.
- Must have good attendance.
- Must attend Health Department training and National School Lunch Program training as required.
- Criminal background check required.

Physical Requirements:

Must be able to lift up to 25 pounds daily and be able to stand for entire shift. Must be able to bend, stretch, reach and utilize tools for this position. Must have the ability to communicate orally, have good vision, sense of smell and good hearing.

Position: Food Service Lunchtime Cook  
Reports to: Midwest Management Group, Inc.; indirectly reports to the Food Service Director  
Employed by: Midwest Management Group, Inc.  
FLSA: Non-exempt

Purpose:

Performs specialized kitchen tasks essential to the efficient operation of serving school lunch meals. Responsible for the preparation, serving and storage of food; cleaning and maintenance of food service areas; and operation of mechanical equipment. Work is performed under supervision and is reviewed for results obtained. Maintains state and federal standards.

Duties and Responsibilities:

- Prepares and cooks main dish entrees, as well as side dishes which may include washing, peeling, weighing, cutting, assembling, sorting and mixing foods.
- Responsible for the quality and quantity of food prepared for serving.
- Follows written recipes and instructions; use mathematics in expanding or checking recipe conversions.
- Records quantity of used and unused food; stores food using proper sanitary procedures; and supplies food for next day.
- Maintains sanitary work areas to include personal cleanliness, food handling, food storage, food preparation and clean up.
- Checks out food from storeroom; maintains required records.
- Operates kitchen production equipment including mixers, ovens, choppers, slicers, steamers, compactors, scales, dishwashers, etc.; maintains defined standards of safety in handling equipment and tools.
- Washes dishes, pots and pans and utensils.
- Cleans work areas and equipment, including but not limited to steamers, ovens, serving areas and refrigerators.
- Performs lifting on a routine basis of up to 50 pounds.
- Performs other related duties as assigned.

Qualifications:

- High school diploma or GED; previous experience cooking for large groups in a school or other institutional setting.
- Must attend Health Department training and National School Lunch program training as required.
- Criminal background check required.

Physical Requirements:

Must be able to lift up to 50 pounds daily and be able to stand for entire shift. Must have the ability to communicate orally, have good vision, sense of smell and good hearing.

Position: Food Service Specialist  
Reports to: Midwest Management Group, Inc.; indirectly reports to the Food Service Director  
Employed by: Midwest Management Group, Inc.  
FLSA: Non-exempt

Purpose:

Performs specialized kitchen tasks essential to the efficient operation of serving school breakfast and lunch meals. Responsible for the preparation, serving and storage of food; cleaning and maintenance of food service areas; and operation of mechanical equipment. Work is performed under direct supervision and is reviewed daily for results obtained. Maintains state and federal standards.

Duties and Responsibilities:

- Prepares and cooks side dishes and salad bar items which may include washing, peeling, weighing, cutting, assembling, sorting and mixing foods.
- Assists Food Service Lunchtime Cook and Food Service Breakfast Cook in the preparation of main dish items.
- Responsible for the quality and quantity of food prepared for serving.
- Follows written recipes and instructions; uses mathematics in expanding or checking recipe conversions.
- Sets up carts and serving line, salad bar, condiment station and silverware.
- Portions and serves food and supplies serving the students as required.
- Records and reports to the cooks the quantity of used and unused food; stores food using proper sanitary procedures; and supplies food for next day.
- Checks in all incoming food and supply orders.
- Completes food and supply inventory on a weekly basis.
- Maintains sanitary work areas to include personal cleanliness, food handling, food storage, food preparation and clean up.
- Checks out food from storeroom; maintains required records.
- Operates kitchen production equipment including mixers, ovens, choppers, slicers, steamers, compactors, scales, dishwashers, etc.; maintains defined standards of safety in handling equipment and tools.
- Records daily temperatures for all required kitchen and cafeteria equipment.
- Washes dishes, pots and pans and utensils.
- Cleans work areas and equipment, including but not limited to steamers, ovens, serving areas and refrigerators.
- Performs lifting on a routine basis of up to 50 pounds.
- Performs other related duties as assigned.

Qualifications:

- High school diploma or GED; previous experience cooking for large groups in a school or other institutional setting.
- Must attend Health Department training and National School Lunch program training as required.
- Criminal background check required.

Physical Requirements:

Must be able to lift up to 50 pounds daily and be able to stand for entire shift. Must have the ability to communicate orally, have good vision, sense of smell and good hearing.

Position: Food Service – Cleaning Staff  
Reports to: Midwest Management Group, Inc.; indirectly reports to the Food Service Director  
Employed by: Midwest Management Group, Inc.  
FLSA: Non-exempt

Purpose:

Performs a variety of cleaning tasks in the kitchen and cafeteria essential to the efficient operation of serving meals in a school lunch room. Responsibilities include the preparation of the cafeteria for lunch, cleaning up between all lunches, cleaning the dump station areas, washing dishes and daily final clean up in the kitchen. Maintains state and federal standards.

Duties and Responsibilities:

*Prep Cafeteria for Lunch:*

- Fills the cleanup area (milk buckets, silverware containers, scrapers, etc.).
- Fills the tray and silverware areas.
- Fills napkin dispensers.
- Prepares cleaning solutions.

*Clean Up Between All Lunches:*

- Sweeps/mops floors.
- Cleans peanut-free table.
- General clean up.
- Washes trays and silverware.
- Replaces trays and silverware in cafeteria.
- Cleans dump station areas.
- Finishes washing remaining dishes in the kitchen; operates the dishwasher.
- End of day cleaning of prep areas.
- Sweeps and mops kitchen floor.
- De-lime the dishwasher (every other week).
- Cleans out the milk cooler (opposite every other week).

Qualifications:

- High school diploma or GED.
- Must have good attendance.
- Must attend Health Department training and National School Lunch Program training as required.
- Criminal background checks required.

Physical Requirements:

Must be able to lift up to 25 pounds daily and be able to stand for entire shift. Must be able to bend, stretch, reach and utilize tools for this position. Must have the ability to communicate orally, have good vision, sense of smell and good hearing.

Position: Enrollment Specialist  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

Works cooperatively with the School Administrator in coordinating new enrollment, maintaining student records, preparing necessary reports for Central Michigan University and federal and state agencies, as well as carrying out the mission and vision of the school as set forth by the Board of Directors.

Duties and Responsibilities:

- Tracks, maintains and oversees the enrollment processes throughout the school year, including contact with families, preparation of lottery process and enrollment meetings, enrollment paperwork and creating and updating the student roster.
- Provides confidential assistance to families seeking free and reduced lunch and before and/or after school care subsidies.
- Maintains student cumulative files.
- Maintains database and spreadsheets of student data.
- Completes state funding reports three times per year through SRSD and MSDS reporting systems.
- Completes Pupil Accounting reports for the KISD three times per year. Oversees pupil accounting audits twice per year.
- Supervises office staff as needed.
- Attends periodic training as needed.
- General office duties as required.

Qualifications:

- A bachelor's degree in Office Administration or education related field.
- Five or more years of experience in an administrative office position preferably in a school or school-like setting.
- Must also be proficient on the computer, including Microsoft Word, Excel, and Power Point.
- Demonstrated oral, written and computer skills.
- Demonstrated positive interpersonal relationships with adults and children.
- Criminal background check required.

Physical Requirements:

Includes extended periods of sitting; requires walking and standing as needed throughout the day. Position requires stooping and bending. Works indoors and outdoors year round. Must have good vision and hearing. Must be able to communicate orally and have good

vision. Requires manual entry of data, use of keyboard and the ability to proofread and check documents for accuracy.

Position: Administrative Assistant  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Non-exempt

**Purpose:**

Develops and maintains a positive school/community climate and a safe and healthy environment by assisting students and staff and throughout the school day. Additionally, the Administrative Assistant is responsible for coordinating the office functions to ensure efficient interactions between the school administrator, staff, students, parents and the extended school community.

This position includes administrative support to the School Administrator, assisting with student records, preparing necessary reports for Central Michigan University, federal and state agencies and assisting students as needed, while carrying out the mission and vision of the school as set forth by the Board of Directors.

**Duties and Responsibilities:**

*Office Duties:*

- Greets and directs visitors.
- Answers the telephone; records and relays messages to staff.
- Assists students arriving late and leaving early from school.
- Distributes mail and communications to staff/parents concerning special events, classroom mail, lunch menus, etc.
- Point of contact for vendors including mail deliveries, KISD transfers, office equipment and other vendors.
- Monitors, maintains and orders office supplies.

*Student Responsibilities:*

- Assists staff and students with behavior or medical issues.
- Administers minor first aid to ill and injured students.
- Supervises the dispensing, recording and security of student medications.
- Supervises student movement through the school day.

*Reporting and Recordkeeping:*

- Maintains database and spreadsheets of student lunch and attendance data.
- Maintains and completes immunization reporting twice per year to meet state standards.
- Conducts ICHAT and SOR checks on all volunteers and maintains these records, as well as driver information for field trips.
- Maintains and updates emergency information cards for students and staff.

- Assists administration with student enrollment matters.
- Assists with school events throughout the year.

*Administrative Assistance:*

- Provides administrative assistance to the School Administrator.
- Coordinates appointments and schedules.
- Provides clerical assistance including typing correspondence, Board of Directors and staff meeting minutes, etc., as required.
- Transmits data to Central Michigan University through the AOIS system.
- Handles student CA60 requests from other schools in a timely manner.
- Other duties as required.
- Attends periodic training as needed.
- General office duties as required.

Qualifications:

- A minimum of a two-year degree in Office Administration; four-year degree preferred.
- Five or more years' experience in an administrative office position, preferably in a school or school-like setting.
- Must be proficient on the computer, including Microsoft Word, Excel and PowerPoint.
- Demonstrated oral, written and computer skills.
- Demonstrated positive interpersonal relationships with adults and children.
- Criminal background check required.

Physical Requirements:

Includes extended periods of sitting; requires walking and standing as needed throughout the day. Position requires stooping and bending. Works indoors and outdoors year round. Must have good vision and hearing. Must be able to communicate orally and have good vision. Requires manual entry of data, use of keyboard and the ability to proofread and check documents for accuracy.

Position: Secretary  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Non-exempt

**Purpose:**

The Secretary assists students, parents, staff and administration, building positive relationships with each interaction. The Secretary provides administrative support to the School Administrator.

**Duties and Responsibilities:**

*Office Duties:*

- Answers the telephone; records and relays messages to staff.
- Greets and directs visitors.
- Assists students arriving late and leaving early from school.
- Maintains attendance records and lunch count.
- Conducts ICHAT and SOR checks on all volunteers and maintains these records as well as driver information for field trips.
- Maintains and reports state required immunization records.
- Distributes communications to parents concerning special events, classroom mail, lunch menus, etc.
- Dispenses, records and maintains security of student medications.
- Administers minor first aid to ill and injured students.
- Maintains and updates emergency information cards.
- Assists administration with student enrollment matters.
- Point of contact for vendors including mail deliveries, KISD transfers and other vendors.

*Administrative Assistance:*

- Provides administrative assistance to the School Administrator.
- Coordinates appointments and schedule.
- Provides clerical assistance including typing correspondence, minutes, staff meeting notes, etc., as required.
- Transmits data to Central Michigan University through the AOIS system.
- Handles student CA60 requests from other schools in a timely manner.
- Other duties as required.

**Qualifications:**

- High school diploma or GED and a minimum of one year of experience.

- Must be proficient on the computer, including Microsoft Word, Excel, and Power Point.
- Criminal background check required.

Physical Requirements:

Includes extended periods of sitting; requires walking and standing as needed throughout the day. Position requires stooping and bending. Works indoors and outdoors year round. Must have good vision, hearing and ability to communicate orally. Requires manual entry of data, use of keyboard and ability to proofread and check documents for accuracy.

Position: Maintenance and Facility Manager  
Reports to: School Administrator  
Employed by: Board of Directors  
FLSA: Exempt

Purpose:

Maintains facility and public areas in a clean and orderly condition by providing housekeeping, grounds-keeping and repair services. Performs preventive, predictive and corrective maintenance, repair, remodeling and general maintenance services of buildings and associated equipment. Coordinates required materials, equipment and services related to the maintenance, remodeling and repair of designated maintenance activities.

Duties and Responsibilities:

- Maintains facility, storage spaces and restrooms as needed.
- Cleans snow and debris from sidewalk, oversees lawn and landscaping services.
- Maintain buildings; performs minor repairs, routine painting and other related maintenance activities.
- Manages building security through SIMPLEX system and is the first responder for emergency calls from the security company.
- Notifies management concerning need for major repairs or improvements.
- Evaluates and determines methods, techniques, quality, quantity, safety and scheduled completion dates of work activities.
- Oversees work schedules related to assigned service repairs and maintenance projects.
- Develops and recommends specifications, materials, designs and standards for various products and services.
- Confers with appropriate employees, outside contractors and vendors regarding equipment installation, building modification, landscape and snow removal service and other related matters.
- Performs playground and other inspections.
- Estimates time, labor and materials; maintains records and prepares reports.
- Reads and interprets blueprints, plans or sketches associated with assigned activities to understand and transmit oral and written technical instructions.
- Creates budget justifications and estimates and reports for equipment, materials and labor.
- Plans and implements physical move of entire classrooms including furniture and equipment.
- Prepares written budget requests and reports.
- Facilitates after-hour emergency repairs.
- Performs other related duties as required.

Qualifications:

- High school diploma or possession of a GED, plus four years of progressively responsible experience in skilled trade's field.
- Criminal background check required.
- Must have ability to work independently with minimal supervision.
- Ability to work with and respond to the general public as appropriate.
- Ability to apply common sense and logic to solve problems.

Physical Requirements:

Position is physically demanding including pushing, lifting and carrying up to 50 lbs regularly and up to 100 lbs occasionally. Includes standing, stooping, bending, reaching, grasping regularly and climbing up and down a ladder to perform various custodial duties. Must have good vision and hearing and be able to communicate orally. Work is primarily indoors but there is some work out doors in the fall and winter. Must be able to use chemicals, solvents, cleaners and strippers. Must be able to work in an environment that is uncomfortable due to drafts, noise, temperature variation and other conditions.

Position: Custodian  
Reports to: Midwest Management Group, Inc.; indirectly reports to the Maintenance and Facility Manager  
Employed by: Midwest Management Group, Inc.  
FLSA: Non-exempt

**Purpose:**

Maintains facility and public areas in a clean and orderly condition. Inventories required cleaning supplies and coordinates a list of maintenance needed throughout the building as it relates to cleaning areas. Ability to maintain in compliance with Applicable Law.

**Duties and Responsibilities:** Responsibilities are different in the summer (see below); must be able to perform both school year and summer duties.

*School Year:*

- Maintains facility by sweeping hallways, stairs, gym, cafeteria and storage spaces daily. Mops floors on a rotational basis.
- Maintains cleanliness of restrooms daily. Replaces paper and soap products as needed.
- Vacuums and removes trash/recycling daily. Dusts and disinfects surfaces on a rotational basis, as prescribed by the Maintenance and Facility Manager.
- Maintains rugs in hallways by vacuuming or shampooing seasonally, as needed.
- Cleans and polishes hall floors and tiled surfaces as regularly scheduled.
- Cleans high traffic area windows daily; other windows on a rotational basis.
- Inventories cleaning supplies, as well as paper products for weekly ordering.
- Notifies management concerning need for repairs or improvements.
- Must be able to shovel snow.
- Performs other related duties as required.

*Summer Duties:*

- Requires moving furniture and lifting.
- Replaces light bulbs.
- Light maintenance work.
- Applies MIOSHA laws appropriately, as trained.
- Responsible for using chemicals, solvents, cleaners and strippers properly, according to provided training.
- Keeps all chemicals in properly marked containers
- Ability to climb up and down a ladder for cleaning and light maintenance.

Qualifications:

- High school diploma or possession of a GED, plus minimum of two years of experience maintaining a school facility.
- Criminal background check required.
- Must have ability to work independently with minimal supervision; ability to work with and respond to the general public as appropriate.

Physical Requirements:

Position is physically demanding including pushing, lifting and carrying up to 50 lbs regularly and up to 100 lbs occasionally. Includes standing, stooping, bending, reaching, grasping regularly and climbing up and down a ladder to perform various custodial duties. Must have good vision and hearing and be able to communicate orally. Work is primarily indoors but there is some work out doors in the fall and winter. Must be able to use chemicals, solvents, cleaners and strippers. Must be able to work in an environment that is uncomfortable due to drafts, noise, temperature variation and other conditions.

# MM1, Inc.

## Employee Management Service Agreement

This Agreement (this "Agreement") is effective on the 12th day of June, 2014 by and between **MM1, Inc.** ("MM1"), whose headquarters or principal place of business is located at 3170 Old Farm Lane, Commerce Twp., Michigan 48390 and **New Branches Charter Academy**, (the "Academy") a Michigan public school academy, whose headquarters or principal place of business is located at 3662 Poinsettia Ave SE, Grand Rapids, MI 49508. This Agreement is supplemented by an Addendum attached hereto and made part hereof and dated as of even date herewith (the "Addendum"). Notwithstanding anything in this Agreement to the contrary, to the extent there is conflict between the language of this Agreement and the Addendum, the language of the Addendum shall control.

### RECITALS

- A. Through its affiliated network of service providers, MM1 provides human resource related administrative services and employees to the Academy.
- B. MM1 desires to contract with the Academy, and the Academy desires to contract with MM1, to obtain human resource related administrative services and employees required for the operation of the Academy's Business.

**IN CONSIDERATION OF THE MUTUAL PROMISES AND BENEFITS CONTAINED IN THIS AGREEMENT, THE PARTIES AGREE AS FOLLOWS:**

### I. SERVICES

- 1.1 MM1 agrees to contract to the Academy and the Academy agrees to contract from MM1 the MM1 Worksite Employees on the terms and conditions in this Agreement. "MM1 Worksite Employees" means Custodian, Food Service Breakfast Cook, Food Service Server, Food Service Lunchtime Cook, Food Service Specialist, Food Service Cleaning Staff, Technology/Network Specialist, and Data Base Applications Specialist assigned to fulfill the Academy worksite job positions as are mutually agreed between the Academy and MM1 from time to time. MM1 shall also provide and control all human resources, personnel, payroll, benefits and related administrative functions for MM1 Worksite Employees.
- 1.2 The Academy shall retain control over its business operations, instructional activity and all other matters, including but not limited to: the curriculum, books, equipment and educational supplies; state funding; finances and budgeting; parent relations; student achievement and guidance; student discipline; food; building and property management; transportation; sports and extracurricular activities; purchasing; public relations
- 1.3 The Academy and MM1 will consult with each other on personnel related issues including but not limited to: hiring, approving, implementing and supervising compliance with personnel policies, procedures and directives; and evaluating, supervising, disciplining and terminating; however MM1 has ultimate control over these areas. Whenever a timely response is requested (or is by its nature required), MM1 and the Academy agree to respond to any communication from the other as soon as possible but in no event more than forty-eight (48) hours from the origination of any such communication. Further, MM1 shall designate a contact person who is available to respond to Academy communication within such period.

### II. TERM OF AGREEMENT

- 2.1 **Effective Date.** MM1 shall provide services commencing on June 12, 2014 ("Effective Date"). This Agreement shall remain in full force and effect through and including June 30, 2015 ("Term").
- 2.2 **Termination.** This Agreement shall remain in full force and effect until one of the following occurs:
  - (a) In the event one party shall be in Default under Section 6.5, the other party may immediately terminate this Agreement.
  - (b) During the Term of this Agreement, either party may terminate the Agreement with sixty (60) days written notice of intent to terminate.
  - (c) If the Academy's Charter Contract issued by the Central Michigan University ("CMU") Board of Trustees is revoked, terminated or a new Charter Contract is not issued to the Academy after expiration of the Academy's Charter Contract, this Agreement shall automatically terminate on the same date as the Academy's Charter Contract is revoked, terminated or expires without further action of the parties.
  - (d) This Agreement shall automatically terminate in the event of a State-mandated shut down of the Academy.
- 2.3 **Dissolution / Bankruptcy.** This Agreement shall terminate automatically without notice to the Academy if a petition in Bankruptcy Court is filed by or against the Academy, shall have been voluntarily or involuntarily adjudicated bankrupt by any Court of competent jurisdiction, or if a petition is filed for reorganization of the Academy, or if a receiver shall have been appointed for all or a substantial part of the Academy's business.

2.4 **Obligation upon Termination.** On the termination of this Agreement by any party for any reason:

(a) MM1 shall immediately notify in writing each MM1 Worksite Employee that his/her employment relationship with MM1 has been terminated, and

(b) The Academy shall immediately notify in writing each MM1 Worksite Employee that this Agreement has been terminated. The Academy shall reimburse MM1 for all MM1 Worksite Employee compensation and reimbursements pursuant to Section 3, if any, due through the date of termination of this Agreement.

### III. PAYMENTS & FEES

3.1 **Initial Fee.** MM1 has agreed to waive the Initial Fee.

3.2 **Service Fees.** The Academy shall pay all Fees set forth in Schedule A for services rendered by MM1 pursuant to this Agreement. For new MM1 Worksite Employees hired after execution of this Agreement (as opposed to the Effective Date), the Academy agrees to pay MM1 an Employee Processing Fee of fifteen (\$15) dollars per MM1 Worksite Employee as set forth in Schedule A.

(a) The Academy's payment obligation shall continue during normal periods of MM1 Worksite Employee absence for vacation, sick leave, legal holidays and emergency situations as may be applicable.

(b) The Fees shall be payable during the entire Term of this Agreement and any unpaid fee shall be immediately due upon termination of this Agreement.

3.3 **Payment.** Payment shall be processed by wire transfer or by Automated Clearing House debit. Payments are due no later than the payroll check date unless the Academy chooses direct deposit for their paychecks ("Due Date"). In that case, payments are due two business days prior to the payroll check date. The Academy acknowledges that MM1 reserves the right to not release payroll checks until they receive evidence that full payment has been received by the Due Date.

3.4 **Reimbursements.** In addition to the Service Fees detailed in Schedule A, the Academy shall amend its budget and reimburse MM1 for any and all: additional costs and expenses requested and approved by the New Branches Charter Academy Board of Directors ("Academy Board") in writing in advance; increases in Pass-Through Costs (see Schedule A) mandated by state law or regulation. Any increases in Fixed Costs (See Schedule A) shall be borne and paid by MM1, without reimbursement from the Academy. The Academy acknowledges that as the employer of record, in addition to the fees received by MM1 pursuant to this Agreement, MM1 shall retain all federal and state tax benefits, credits or deductions in consideration of services rendered to the Academy pursuant to this Agreement, including but not limited to IRS Sec 125 Plan benefits and savings. Further, the Academy shall reimburse MM1 for any benefits premium unnecessarily incurred by MM1 because a MM1 Worksite Employee is laid off or terminated during a benefit month (i.e., the prepaid cost of the premium for the remainder of the month following termination).

3.5 **Late Payments.** Checks or ACH payment transactions returned from the Academy's bank will be subject to the late payment charge of fifty (\$50.00) dollars plus any additional costs incurred by MM1. All unpaid amounts shall bear interest at the rate of one and one half (1 ½ %) percent per month, or portion thereof that such amounts remain unpaid.

3.6 **Modification.** Any required adjustment to Federal, State or local taxes shall be effective on the date of such adjustment or change. In the event MM1 fails to include the additional cost on the next invoice when due the same shall be due retroactive to the date of change, as mandated, and shall be due by the Academy upon receipt of the next invoice.

3.7 **Verification by the Academy.** The Academy will provide MM1 a true, correct and complete list of the Academy's most recent payroll for MM1 Worksite Employees. MM1, through its Liaison, will verify all time submissions of MM1 Worksite Employees. If the Academy believes that there is an error in the MM1 Worksite Employees submitted time or payment, it shall be the responsibility of the Academy to communicate and provide written notice of the error. Until corrected, the Academy shall not deduct any amount from payment of its current invoice as a credit or setoff. Errors, upon verification, shall be corrected by an adjustment on the next invoice.

3.8 **Continuing Liabilities.** In the event that this Agreement is terminated, by either party, the Academy shall be responsible for any insurance or employment liabilities prepaid or incurred by MM1 with respect to the MM1 Worksite Employees in the ordinary course on a pro rata basis through the date of termination. Such charges shall be paid by the Academy to MM1 upon receipt of an invoice for such amounts.

3.9 **Unemployment Insurance Expense Reimbursement.** In the event of the sale, dissolution, liquidation, reorganization or closing of the Academy's business which causes MM1 to terminate or lay-off any MM1 Worksite Employee assigned to the Academy under this Agreement, the Academy agrees to promptly reimburse MM1 for claims paid for MM1 Worksite Employees and related charges incurred by MM1 with respect to such employees prior to such sale, dissolution, liquidation, reorganization or closing of the Academy's business.

- 3.10 **Workers Compensation Injury Reporting.** In order for MM1 to pro-actively manage workers compensation claims for the benefit of MM1 and the Academy, all work related injuries must be reported by the Academy to MM1 on a First Report of Occupational Injury form (supplied by MM1) within twenty-four (24) hours of employee reporting or Academy knowledge of injury. A fee of one hundred twenty-five dollars (\$125.00) will be charged to the Academy for each work related injury not properly reported within forty-eight (48) hours of occurrence, after the first failure to report within forty-eight (48) hours.

#### IV. WORK ENVIRONMENT & RELATED MATTERS

- 4.1 **MM1 Worksite Employees.** With MM1's guidance, the Academy shall comply with all safety, health and work laws, regulations and rules at its own expense. With MM1's guidance, the Academy shall also comply with all safe work practices and use of protective equipment required by federal, state or local law at the worksite locations. Accordingly, MM1 shall consult with the Academy, and the Academy shall have certain risks and responsibilities including but not limited to, premises liability, safety risks attendant to the ownership of premises and equipment (which are traditionally assigned to the owner of a business, location, or equipment).
- 4.2 **The Academy Responsibilities.** The Academy shall at its expense (i) comply with all applicable health and safety laws, regulations, ordinances, directives, and rules of controlling Federal, State and local government and (ii) will immediately report all employee accidents and injuries to MM1 by completing a First Report of Occupational Injury form provided by MM1 within twenty-four (24) hours after the employee reporting or Academy knowledge of the accident. The Academy shall provide or ensure use of all personal protective equipment, as required by Federal, State or Local law, regulation, ordinance, directive, or rule or as deemed necessary by MM1. MM1, MM1's workers compensation carrier and MM1's liability insurance carrier shall have the right to inspect the Academy's place of business at all times to insure compliance with this Section and with the terms of this Agreement with notice as may be practicable. MM1, through its Liaison, shall be responsible for providing records of hours worked by the MM1 Worksite Employees. The Academy shall reimburse MM1 for any overtime pay that is or becomes due to or owed to any MM1 Worksite Employee.

#### V. REPRESENTATIONS & WARRANTIES OF THE ACADEMY

The representations and warranties made by the Academy shall survive the termination of this Agreement. The representations and warranties in this Section are deemed to be material and MM1 is entering into this Agreement relying on such representations and warranties. The Academy represents and warrants to MM1 as follows:

- 5.1 **Authorization.** The Academy has been duly authorized to execute and deliver this Agreement. The Academy's execution and performance of this Agreement will not, to the best of the Academy's knowledge, with or without the giving of notice or the passage of time or both, (a) violate the provisions of any law, rule or regulation applicable to the Academy; (b) violate any judgment, decree, order or award of any court, governmental body or arbitrator; or (c) violate the provisions of any separate contract, agreement or arrangement to which the Academy is bound.
- 5.2 **The Academy Employee Plans.** Except as communicated to MM1 in writing prior to the execution of this Agreement:
- (a) **List of the Academy Employee Plans.** The Academy has supplied MM1 with true and complete list of all pension, 401(k) benefit, profit-sharing, retirement, deferred compensation, welfare, insurance disability, bonus, vacation pay, sick pay or severance pay and other similar plans, programs and agreements ("Academy Employee Plan") relating to the MM1 Worksite Employee(s). The Academy has delivered to MM1 true and complete copies of all the Academy Employee Plans which have been reduced to writing, and all modifications for each Academy Employee Plan as may be applicable.
- (b) **Controlled Group.** The Academy is not a member of a "controlled group of corporations" as defined in Section 1563(a) of the Internal Revenue Code of 1986, as amended.
- 5.3 **Government Investigations.** The Academy has fully disclosed to MM1 all government investigations, lawsuits or other adversary proceeding involving the Academy for five (5) years preceding the execution of this Agreement.
- 5.4 **Contracts and Commitments.** Prior to the execution of this Agreement, the Academy has provided MM1 a true and correct copy of each of the following with respect to the Academy's former employees: all collective bargaining, trust, non-competition, employment and consulting agreements, executive compensation, employee stock option and stock purchase, and group life, health and accident insurance and other similar plans, agreements, memoranda or understanding, arrangements or commitments regarding Academy employees to which the Academy is a party or by which the Academy is bound as may be applicable to MM1 Worksite Employees.
- 5.5 **Workers' Compensation Information.** The Academy has provided MM1 with (a) insurance policies covering its former employees for a period of not less than one (1) entire calendar year immediately preceding the execution of this Agreement and all renewal letters regarding such policies, whether or not such policies were, in fact, renewed; and (b) audits regarding such policies for the same time, whether or not such audit was conducted or requested during or after the effective dates of such coverage(s). With respect to such information, the Academy represents that, to the best of its knowledge, the audit

information, classification codes and experience modification information provided is complete and accurate and that no information is omitted that would, by its omission, cause such information to be misleading. The Academy acknowledges that, if not provided, there is no known audit or request for audit currently pending or outstanding. In the event MM1 incurs any charges or surcharges on behalf of the Academy following an audit of MM1 relating to the Academy's business after the date of this Agreement, whether or not such charges or surcharges relate to claims experience, employees classification code changes or otherwise, the Academy shall be fully responsible and shall indemnify MM1 for such charges and / or surcharges attributable to MM1 Worksite Employees.

#### 5.6 Employer Relations.

(a) **Compliance.** The Academy is in compliance with all Federal, State and local laws respecting employment practices, terms and conditions of employment, wages and hours, and is not engaged in any discriminatory employment or unfair labor practice. There are no arrearages in the payment of wages, taxes or workers compensation assessment or penalties.

(b) **Labor Practices.** Except as the Academy has disclosed in writing prior to the execution of this Agreement:

(i) None of the Academy's former Employees are represented by any labor union and, there is no unfair labor practice complaint against the Academy pending before the National Labor Relations Board or any State or local agency.

(ii) There is no pending labor strike or other material labor strike or other material labor trouble affecting the Academy and there is no material labor grievance pending against or affecting the Academy.

(iii) There are no pending arbitration proceedings arising out of or under any collective bargaining agreement to which the Academy is a party, or to the best of the Academy's knowledge, any basis for which a claim may be made under any collective bargaining agreement to which the Academy is a party affecting the Academy's former employees; and

(iv) There is no pending litigation or other proceeding or basis for an unasserted claim against the Academy by any of the Academy's former employees or group of former employees which is based on claims arising out of any of the Academy's former employee's employment relationship with the Academy, including, but limited to, claims for breach of contract, tort, discrimination, employee benefits, wrongful termination or any common law or statutory claims.

(c) **Taxes.** The Academy has deducted and remitted to the relevant government authority all taxes, contributions and other amounts required by statute, law or regulation.

### VI. COVENANTS OF PARTIES

6.1 **School Safety Legislation.** MM1 acknowledges that all MM1 Worksite Employees, or any other personnel provided by MM1 to the Academy must be in compliance with all the Academy policy, procedures, rules and regulations. MM1 acknowledges and agrees that unless the Academy notifies MM1 that it is not subject to the provisions of Michigan Public Act 84 of 2006, as amended, MM1 shall promptly have all of its staff and vendors or other personnel who will be on the Academy premises, fingerprinted and subjected to criminal history and background checks through the Michigan State Police and Federal Bureau of Investigation, as detailed in Public Act 84 of 2006, as amended.

6.2 **Liability Insurance.** The Academy shall furnish upon signing this Agreement and keep in full force and effect at all times during the Term of this Agreement general liability insurance in an amount not less than one million (\$1,000,000) dollars. The Academy shall issue a Certificate of Insurance providing for not less than thirty (30) days advance notice of cancellation or material changes. MM1 and the Academy shall maintain such policies of insurance as required by the Michigan Universities Self-Insurance Corporation ("M.U.S.I.C.") and the Academy's Charter Contract issued by the CMU Board of Trustees (the "Charter Contract") and Applicable Law. In the event that CMU or M.U.S.I.C. requests any change in coverage by MM1, MM1 agrees to comply with any change in the type or amount of coverage, as requested, within thirty (30) days after notice of the insurance coverage change.

6.3 **Motorist Insurance.** In the event that a MM1 employee is assigned to fill a job function requiring the employee to operate a vehicle for the Academy, the Academy shall furnish liability insurance. The policy shall insure against public liability for injury and property with a minimum combined single limit of five hundred thousand (\$500,000) dollars. The policy shall include uninsured motorist coverage with limits of no less than one hundred thousand (\$100,000) dollars. In states where "no-fault" laws apply, equivalent personal injury and property damage coverage shall be included. The Academy shall issue a Certificate of Insurance providing for not less than thirty (30) days advance notice of cancellation or material changes. This coverage period shall survive this Agreement.

#### 6.4 Indemnification.

(a) **The Academy.** To the extent permitted by law, the Academy agrees to defend, indemnify and hold harmless MM1, its officers, directors, shareholders, agents and employees from any claims made by MM1 Worksite Employees for

any claims, demands, losses, costs, fees, penalties, fines or damages arising from any actions, conduct or omissions of the Academy or its officers, directors, shareholders, agents or employees. Such claims shall include, but are not limited to, charges of discrimination brought through the State Department of Labor, the Equal Opportunity Commission, the Workers' Compensation Bureau (or such similar department, commission or board other than State), fees and lawsuits alleging failure to comply with Federal and State wage and hour laws, wrongful termination, discrimination, denial of due process or other employment-related causes of actions resulting from employee discipline or termination. To the extent permitted by law, the Academy shall defend and indemnify MM1, its officers, directors, shareholders, agents and employees from employee claims of sexual harassment by the Academy. The duty to defend includes the right to select counsel and duty to pay actual attorney's fees incurred in defending such claims, and the duty to indemnify includes the duty to pay any award imposed by an administrative agency, judgment or settlement against MM1.

(b) **MM1.** MM1 agrees to defend, indemnify and hold harmless the Academy, their officers, directors, shareholders, agents and employees for any claims, demands, losses, costs, fees, penalties, fines or damages arising from any actions, conduct or omissions of MM1 or its officers, directors, shareholders, agents or employees. Such claims shall include, but are not limited to, charges of discrimination brought through the State Department of Labor, the Equal Opportunity Commission, the Workers' Compensation Bureau (or such similar department, commission or board other than State), fees and lawsuits alleging failure to comply with Federal and State wage and hour laws, wrongful termination, discrimination, denial of due process or other employment-related causes of action. MM1 shall defend and indemnify the Academy, its officers, directors, shareholders, agents and employees from employee claims of sexual harassment by MM1. The duty to defend includes the right to select counsel and duty to pay actual attorney's fees incurred by the Academy in defending such claims, and the duty to indemnify includes the duty to pay any award imposed by an administrative agency, judgment or settlement against the Academy.

(c) **CMU.** The parties acknowledge and agree that CMU, its Board of Trustees, and its members, officers, employees, agents or representatives (collectively "University") are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, MM1 hereby promises to indemnify, defend and hold harmless the University from and against all demands, claims, actions, suits, causes of action, losses, judgments, liabilities, damages, fines, penalties, demands, forfeitures, or any other liabilities or losses of any kind whatsoever, including costs and expenses (not limited to reasonable attorney fees, expert and other professional fees) of settlement and prosecution imposed upon or incurred by the University, and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board's approval of the Academy's application, the University Board's consideration of or issuance of a Contract, MM1's preparation for or operation of the Academy, or which are incurred as a result of the reliance by the University upon information supplied by MM1, or which arise out of MM1's failure to comply with the Contract or applicable law. The parties expressly acknowledge and agree that the University may commence legal action against MM1 to enforce its rights as set forth in this section of the Agreement.

6.5 **Default.** Either party shall be in "Default" under this Agreement if following ten (10) days written notice from the other (provided, however, such period shall be extended for an additional reasonable period if the default is of a non-monetary nature and is such that it cannot be cured within ten (10) days and the party has diligently commenced the curing of such default and is diligently pursuing the same to completion) the party has failed to cure a material breach of this Agreement or any bankruptcy, receivership or insolvency proceeding is instituted by or against the party. Any action or inaction by MM1 pertaining to this Agreement that is not cured within sixty (60) days of notice thereof which causes the Charter Contract to be revoked, terminated, suspended or to be put in jeopardy of revocation, termination or suspension by Central Michigan University is a material breach.

6.6 **Compliance with Employment Related Laws.** The Academy and MM1 shall comply with all state and federal Employment Related laws, including but not limited to the following:

(a) All local, state and Federal laws relating to equal employment opportunity and nondiscrimination in employment. MM1 shall not be responsible for any action taken by the Academy with respect to the MM1 Worksite Employees, unless the Academy secures prior written authorization from MM1.

(b) The Academy shall, upon request by MM1, make available comparable employment opportunities to MM1 Worksite Employees eligible for reinstatement following leave as required by the Family & Medical Leave Act ("FMLA") or any comparable law, the Academy shall bear the sole cost of compliance for any MM1 Worksite Employee eligible for reinstatement under the FMLA unless such noncompliance is caused by MM1.

(c) The Academy shall, upon request by MM1, make available a reasonable accommodation to any MM1 Worksite Employee entitled to such as required by the Americans with Disabilities Act ("ADA"), the Federal Rehabilitation Act or any comparable law. The Academy shall bear the sole cost of providing a reasonable accommodation to any MM1 Worksite Employee. The Academy shall bear the sole cost of providing a workplace that is in compliance with any applicable architectural requirements of the ADA, the Federal Rehabilitation Act or similar local, state or Federal law.

(d) The Academy shall give MM1 not less than thirty (30) days advance written notice of: (i) any temporary or permanent shutdown of any facility, site of employment or employment unit; or (ii) any reduction in force resulting in the layoff of one-third or more of the persons (counting the Academy employees, MM1 Worksite Employees or both) working at any single facility, site of employment or employment unit of the Academy. The Academy shall give equivalent notice to MM1 with respect to the Federal Worker Adjustment Retraining and Notification Act and any comparable law.

(e) The Academy shall immediately notify MM1 of any personnel action involving or affecting a MM1 Worksite Employee that would qualify as a qualifying event under the continuation coverage of COBRA. The Academy shall immediately notify MM1 of any qualifying event affecting any plan beneficiary that would qualify as a qualifying event under COBRA.

(f) No individual shall be considered to be engaged as a MM1 Worksite Employee until MM1 has received and reviewed, to its sole satisfaction, sufficient pre-employment documentation submitted to MM1 within 48 hours of acceptance of employment, including but not limited to Form INS-9 and IRC W-4.

## VII. REPRESENTATIONS & WARRANTIES OF MM1

The representation and warranties made by MM1 shall survive the termination of this Agreement. The representations and warranties in this Section are deemed to be material and the Academy is entering into this Agreement relying on such representations and warranties. MM1 represents and warrants to the Academy as follows:

- 7.1 **Authorization.** MM1 has been duly authorized to execute and deliver this Agreement. MM1's execution and performance of this Agreement will not, to the best of its knowledge, with or without the giving for the passage of time or both, violate the provisions of any law, rule or regulation applicable to MM1.
- 7.2 **Government Investigations.** MM1 has fully disclosed to the Academy all government investigations, lawsuits or other adversary proceeding involving MM1 for five (5) years preceding the execution of this Agreement.
- 7.3 **Compliance.** MM1 is in compliance with all Federal, State and local laws respecting employment practices, terms and conditions of employment, wages and hours, and is not engaged in any discriminatory employment or unfair labor practice. There are no arrearages in the payment of wages, taxes or workers compensation assessment or penalties.

## VIII. MUTUAL OBLIGATIONS

- 8.1 **Waiver of Subrogation.** Each party releases and discharges the other party, and any officer, agent, employee or representative of such party, from any liability whatsoever arising from the loss, damage or injury, for any reason, for which insurance is carried by the insured party at the time of such loss, damage or injury, to the extent of any recovery by the insured party. Provided, however, this paragraph shall not apply if its application would invalidate insurance protection.
- 8.2 **Mutual Cooperation.** The parties agree that, except where conflicts prevent it, they shall render to each other reasonable assistance and shall cooperate in good faith with each other to ensure the proper and adequate defense of any claim, action, suit or proceeding brought by a third party.
- 8.3 **Confidentiality.** The parties agree to cooperate in such a manner as to preserve and uphold the confidentiality of all business records and the attorney-client and work-product privileges, subject to the Michigan Freedom of Information Act ("FOIA") and the disclosure provisions of the Code.

## IX. MISCELLANEOUS

- 9.1 **Governing Law.** This Agreement shall be interpreted and enforced under the laws of the State of Michigan applicable to contracts made and to be performed entirely within the State without giving effect to choice of law principles of the State. Any claim or controversy arising out of or relating to this Agreement or breach thereof, shall be litigated in the Wayne County Circuit Court or the U.S. District Court for the Eastern District of Michigan. The prevailing party shall be awarded its reasonable attorney fees and costs.
- 9.2 **Independent Contractor.** MM1 is an independent contractor of the Academy and neither party is the agent of the other., except for the purposes of the Family Educational Rights and Privacy Act ("FERPA"). The Academy designates MM1 and the employees of MM1 as agents of the Academy having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, FERPA.
- 9.3 **Enrolling New MM1 Worksite Employee.**

(a) **Selection of MM1 Worksite Employees.** MM1 shall engage new MM1 Worksite Employees only as set forth below. The Academy, through its School Leader, shall recommend job candidates to MM1 for interview and potential hiring, and shall not offer employment to any individual without consent of MM1. MM1 shall employ and assign to the Academy all such qualified staff that the Academy, through its School Leader, approves and deems necessary to accomplish the

mission of the Academy, and as provided in the Academy's approved budget and as directed by the Academy Board. Based upon recommendations by the Academy, MM1 shall reserve the right to disapprove the final selection of all MM1 Worksite Employees assigned to the Academy. MM1 shall comply with the Immigration Reform and Control Act.

(b) **Hiring, Evaluating, Supervising, Disciplining and Firing.** MM1 shall have the ultimate authority and control over hiring, evaluating, supervising, disciplining and firing of MM1 Worksite Employees. The Academy agrees not to terminate any MM1 Worksite Employee without prior consent of MM1 and to abide by all reasonable directives from MM1 regarding personnel matters, it being understood that MM1 retains ultimate control over all personnel decisions involving MM1 Worksite Employees.

(c) **MM1 Requirements.** MM1, or its designated subcontractor (approved by the Academy) shall be responsible for performing all pre-employment, background, license and eligibility review and other screening and investigation required by federal, state or local law, including the Code, as if employed by the Academy directly. Employment records of MM1 Worksite Employees shall be made available to the Academy upon request for purposes of auditing such records for compliance with applicable law. An FBI and State Police records check as required by the Code shall be obtained by the Academy and paid for by the Academy regarding each MM1 Worksite Employee for whom such records check has not already been completed.

- 9.4 **Assignment/Amendment.** This Agreement may not be assigned by either party without prior written consent of the other party and prior notice to CMU. None of the terms and provisions of this Agreement may be modified or amended except by an instrument in writing executed by each party. Any modification or assignment of this Agreement must be done in a manner consistent with CMU's Educational Service Provider Policies.
- 9.5 **Severability.** If any provision of this Agreement should be invalid, illegal or unenforceable, the validity and enforceability of the remaining provisions contained in this Agreement shall not in any way be affected thereby and the provision deemed invalid, illegal, or unenforceable shall be construed and enforced to the greatest extent legally possible.
- 9.6 **Waiver.** Failure by either party to require performance by the other party or to claim a breach of any provision of this Agreement will not be construed as a waiver of any subsequent breach nor prejudice either party with regard to any subsequent action.
- 9.7 **Section Headings.** The Section Headings of this Agreement are for the convenience of the parties only and in no way alter, modify, limit or restrict contractual obligations of the parties.
- 9.8 **Forms.** The Academy shall utilize forms provided by MM1 unless otherwise required by law or regulation.
- 9.9 **Notices.** Any notice or other communication required by this Agreement shall be sufficiently given in writing and delivered personally, sent by confirmed facsimile transmission, overnight air courier (postage prepaid), or by registered or certified mail (postage prepaid with return receipt requested) addressed as follows:

For the Academy, to:

New Branches Charter Academy  
3662 Poinsettia Ave SE Street  
Grand Rapids, MI 49508

with a copy to:

For MM1, to:

Ralph Cunningham  
MM1, Inc.  
3170 Old Farm Lane  
Commerce Township, MI 48390

with a copy to:

David L. Steinberg, Esq.  
David L. Steinberg, P.C.  
27777 Franklin Road, Ste. 2500  
Southfield,, MI 48025-4519

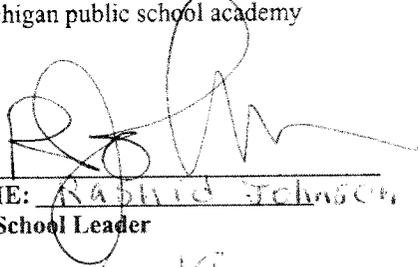
- 9.10 **Entire Agreement.** This constitutes the entire agreement between the parties with regard to the subject matter herein. No prior oral or written agreement, practice or course of dealing between the parties relating to the subject matter herein shall supersede this Agreement.
- 9.11 **Authorization.** The individual executing this Agreement is authorized on behalf of the Academy to bind the Academy to the terms set forth herein.

*[Signatures appear on next page following]*

New Branches Charter Academy

Rashid Johnson, School Leader  
3662 Poinsettia Ave SE Street  
Grand Rapids, MI 49508

New Branches Charter Academy,  
a Michigan public school academy

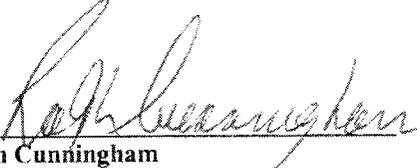
By:   
NAME: Rashid Johnson  
Its: School Leader

Dated: 6-19, 2014

MMI, Inc.

Ralph Cunningham, President  
3170 Old Farm Lane  
Commerce Twp., MI 48390

MMI, Inc.,  
a Michigan corporation

By:   
Ralph Cunningham  
Its: President

Dated: 6-12, 2014

**ADDENDUM  
TO EMPLOYEE MANAGEMENT SERVICES AGREEMENT DATED EFFECTIVE AS OF  
JULY 1, 2014, BY AND BETWEEN THE NEW BRANCHES CHARTER ACADEMY, A MICHIGAN PUBLIC SCHOOL  
ACADEMY AND MM1, INC.**

This Addendum (this "Addendum") to the above-entitled Employee Management Services Agreement (the "Agreement") is effective the 12th day of June, 2014, by and between the New Branches Charter Academy, a Michigan public school academy (the "Academy") and MM1, Inc., a Michigan Corporation ("MM1") with reference to the following:

**RECITALS:**

WHEREAS, the parties have entered into the above referenced Agreement with respect to provision by MM1 to the Academy of human resource related administrative services and MM1 Worksite Employees; and

WHEREAS, the parties desire to supplement certain provisions of the Agreement to reflect their mutual understanding as to certain agreed upon changes; and

WHEREAS, all capitalized terms herein, unless otherwise defined or modified hereby, shall have the same meaning for such terms as set forth in the Agreement.

NOW, therefore for valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

1. On-site Supervision and Worksite Employee Evaluation. MM1 and the Academy shall select a MM1 Worksite Employee assigned to a staff/administrative position at the Academy to serve as the "Liaison." The Liaison shall bear the responsibility to coordinate and monitor the evaluation and supervision of MM1 Worksite Employees, as well as the other duties and obligations of MM1 for the MM1 Worksite Employees. The Academy Supervisor, defined as Maintenance and Facility Manager, Food Service Director, School Administrator, and Technology/Network Specialist, as may be applicable to the MM1, Inc. Worksite Employee position in conjunction with the Liaison shall jointly conduct all performance evaluations of MM1 Worksite Employees. The Liaison shall assist with human resources and personnel matters on the Academy's premises during normal business hours and the Liaison shall coordinate with and advise MM1 as to the status of such matters at such times as requested by MM1's home office. The Liaison and Supervisor shall determine the procedures to be followed by MM1 Worksite Employees in the day-to-day performance of their job duties.

2. Personnel Requirements. The Academy, through its Human Resource Director, shall advise MM1 of the Non-Director/Supervisor Custodial, Food Service Staff, Technology/Network Staff, and Data Base Applications Staff required by the Academy to perform its mission, as provided in the budget adopted by the Academy Board. Job descriptions and qualifications shall be consistent with Schedule 5 of the Charter Contract (as defined in the Agreement). MM1 shall comply with the Code with respect to the evaluation and compensation systems. (See Sections 1249 and 1250 of the Code). By June 12, 2014, the Academy Board shall adopt a personnel classification and pay plan and provide such plan to MM1. The Academy Board shall notify MM1 of any significant changes in the level of funding provided to the Academy.

3. MM1 Worksite Employee Handbook and Policies. MM1 shall assist the Academy in developing a handbook of personnel policies and procedures, which policies and procedures shall guide MM1 with respect to the discipline, layoff or termination of MM1 Worksite Employees. Such handbook of personnel policies and procedures will become effective following review and adoption by the Academy Board. If a MM1 Worksite Employee has a problem or dispute regarding a co-worker, a student, parent, supplies or any other matter, the MM1 Worksite Employee shall first bring the problem or dispute to the attention of their Supervisor and then the MM1 Liaison. If the problem or dispute is not resolved in a reasonable time period, the MM1 Worksite Employee shall take the matter to the Academy School Leader and, if not resolved, to the Academy Board.

4. Personnel Issues. In the event the Academy becomes dissatisfied with the performance of any individual MM1 Worksite Employee, the Academy shall notify MM1, in writing, setting forth the nature of the dissatisfaction, the proposed remedial action, and any specific action requested. Upon receipt of such notice from the Academy, MM1 agrees to promptly take such specific action requested; provided however, if such specific action requested is to terminate said MM1 Worksite Employee's employment at the Academy's premises, MM1 shall promptly suspend and promptly remove such MM1 Worksite Employee from the Academy's premises until MM1 is able to investigate such request and make a decision as to such MM1 Worksite Employee's employment at the Academy's premises.

5. Compensation and Benefits. MM1 shall present to the Academy Board, on a frequency established by the Academy, the level of compensation and fringe benefits provided to MM1 Worksite Employees.

6. Authority. Neither MM1 nor any provision of the Agreement shall interfere with the Academy Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Academy. The Agreement shall not in

any way restrict the Academy Board from acting as an independent, self-governing public body, or allow public decision to be made other than in compliance with the Open Meetings Act.

7. Governmental Immunity. The Agreement does not in any way require the Academy Board to assert, waive or not waive its governmental immunity.

8. Deposit of Funds. No provision of the Agreement shall affect the right of the Academy Board to direct that the deposit of all funds received by the Academy be placed in the Academy's depository account as required by law. The signatories on the Academy's accounts shall solely be properly designated Academy Board member(s) or Academy Board employees. Interest income earned on Academy's accounts shall accrue to the Academy.

9. Payment. The Academy Board shall either pay or reimburse MM1 for approved fees or expenses upon properly presented documentation and approval by the Academy Board or a properly designated Academy Board member. The Academy Board may advance funds to MM1 for the fees or expenses associated with the Academy's operation provided that satisfactory documentation for the fees and expenses are supplied for Academy Board ratification. No corporate costs of MM1 shall be charged to, or reimbursed by, the Academy.

10. Academy Records. The financial, educational and student records pertaining to the Academy are Academy property and shall be kept confidential, subject to FOIA and the Code. All Academy records shall be physically or electronically available, upon request, at the Academy's physical facilities. Except as permitted under the Charter Contract and applicable law, this Agreement shall not restrict CMU's or the public's access to Academy records. All records should be kept in accordance with applicable State and Federal requirements.

11. Access to MM1 Records. All financial and other records of MM1 related to the Academy shall be made available to the Academy and/or its independent auditor, who shall be solely selected by the Academy Board.

12. Purchases. All equipment, materials and supplies purchased by MM1 on behalf of or as agent of the Academy, shall be and remain the property of the Academy. MM1 agrees to comply with the Code including, but not limited to, Sections 1267 and 1274 as if the Academy were making these purchases directly from a third party supplier. If MM1 procures equipment, materials and supplies at the request of or on behalf of the Academy, no added service charges or administrative fees shall be imposed.

13. Proprietary Rights. All curriculum and educational materials that (i) are both directly developed and paid for by the Academy; or (ii) were developed by MM1 at the direction of the Academy Board with Academy funds, shall be the sole proprietary property of the Academy. Those curriculum or educational materials previously developed or copyrighted by MM1, or that are developed by MM1 from funds from the Academy paid to MM1 as part of MM1's fee for services, shall be the sole proprietary property of MM1. All educational materials, from any source, as well as teaching techniques used by the Academy, are subject to disclosure under the Code and FOIA.

14. Personnel Responsibility. MM1 shall be responsible for administration and provision of benefits, salaries, worker's compensation, unemployment compensation and liability insurance and for maintenance of MM1 Worksite Employees' personnel files and all other employee records required by state and/or federal law and the Charter Contract for MM1 Worksite Employees and other employees working on Academy operations.

15. Marketing and Development. Marketing and development costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program as approved by the Academy Board, and shall not include any costs for the marketing and development of the business of MM1.

16. Performance Evaluation of MM1. The Academy Board may develop and implement a process for the review and evaluation of the performance by MM1 under the Agreement. The policies and procedures providing for any such evaluation process shall be provided in writing to MM1. The Academy Board shall communicate in writing to MM1 the results of any such performance review.

17. Compliance with Academy's Contract. MM1 agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Charter Contract issued by Central Michigan University Board of Trustees. The provisions of the Academy's Charter Contract shall supersede any competing or conflicting provisions contained in this Agreement. Any additional costs of compliance because of changes mandated by CMU will be borne by the Academy and MM1 equally, provided that any additional costs to MM1 shall be limited to its duties and obligations under this Agreement. The Academy and MM1 enter into the Agreement with the full understanding that the Educational Service Provider Policies of July 2012 (the "Policies") issued by CMU's Charter Schools Office may undergo revisions. The Academy and MM1 agree to amend the Agreement within sixty (60) days of the effective date of CMU's revised Educational Service Provider Policies to conform with such new policies, or as soon as mandated by CMU.

IN WITNESS WHEREOF, the parties hereto have executed this Addendum as of the date set forth above.

**WITNESS:**

Margie Weiser

**MM1, INC.,**  
a Michigan corporation

BY: Ralph Cunningham  
Ralph Cunningham  
ITS: PRESIDENT

DATE: 6-12, 2014

**WITNESS:**

Be A Hart

**NEW BRANCHES CHARTER ACADEMY,**  
a Michigan public school academy

BY: Rashid Johnson  
NAME: Rashid Johnson  
Rashid Johnson  
ITS: SCHOOL LEADER

DATE: 6-19, 2014

**SCHEDULE A**  
**To Employee Management Service Agreement**  
**Between MM1, Inc. and New Branches Charter Academy**

Pass-Through Costs/Reimbursements	Current Rates <sup>1</sup>
Michigan Unemployment Tax	4.00%
Employer Portion Social Security	6.20%
Employer Portion Medicare	1.45%
Federal Unemployment Tax	0.8%

Fixed Workers Compensation Costs	Per \$100 of Earnings
Code: 8868 Teachers	0.68%
Code: 8810 Clerical	0.43%
Code: 9015 Bldg. Maintenance	7.14%
Code: 9058 Food Service	1.62%
Code: 7380 Driver	7.79%

**Fixed Fees**

Admin Fee, as a percentage of gross wages paid to MM1 Worksite Employees	4.0%
Employee Processing Fee (per new hire) <sup>2</sup>	\$15.00
M.U.S.I.C. Fees per MM1 Worksite Employee per week.	\$ 7.64

<sup>1</sup> Subject to change as mandated by state or federal law or regulation.

<sup>2</sup> Assessed only for new MM1 Worksite Employees hired after initial transfer and hire of MM1 Worksite Employees following execution of the Agreement.

**CONTRACT SCHEDULE 6**

**PHYSICAL PLANT DESCRIPTION**

## PHYSICAL PLANT DESCRIPTION

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article XI, Section 11.5, the Academy is authorized to operate at the physical facility or facilities outlined in this schedule. The Academy shall not occupy or use any facility until approved for occupancy by the Michigan Department of Licensing and Regulatory Affairs' Bureau of Construction Codes.

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1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See MCL 380.502(3)(I) and 380.503(6)(f);

2. The address and a description of the site and physical plant (the "Site") of New Branches Charter Academy (the "Academy") is as follows:

Address: 3662 Poinsettia Ave., SE  
Grand Rapids, MI 49508

Description: The facility is a single story structure and contains approximately 61,000 square feet. The facility contains 19 classrooms, a Response to Intervention room, academic support room, an ESL and student support services room, music room, art room, media center and gymnasium with a stage. The facility also contains a locker room, cafeteria, 11 student restrooms, three staff restrooms, three work rooms, a kitchen, staff lounge, janitor room and several office areas and storage spaces. The Site contains an ample parking area and play area.

Configuration of Grade Levels: Kindergarten through Eighth Grade.

Term of Use: Term of Contract.

Name of School District and Intermediate School District:

Local: Grand Rapids Public Schools  
ISD: Kent

3. It is acknowledged and agreed that the following information about this Site is provided on the following pages, or must be provided to the satisfaction of the University Board or its designee, before the Academy may operate as a public school in this state.

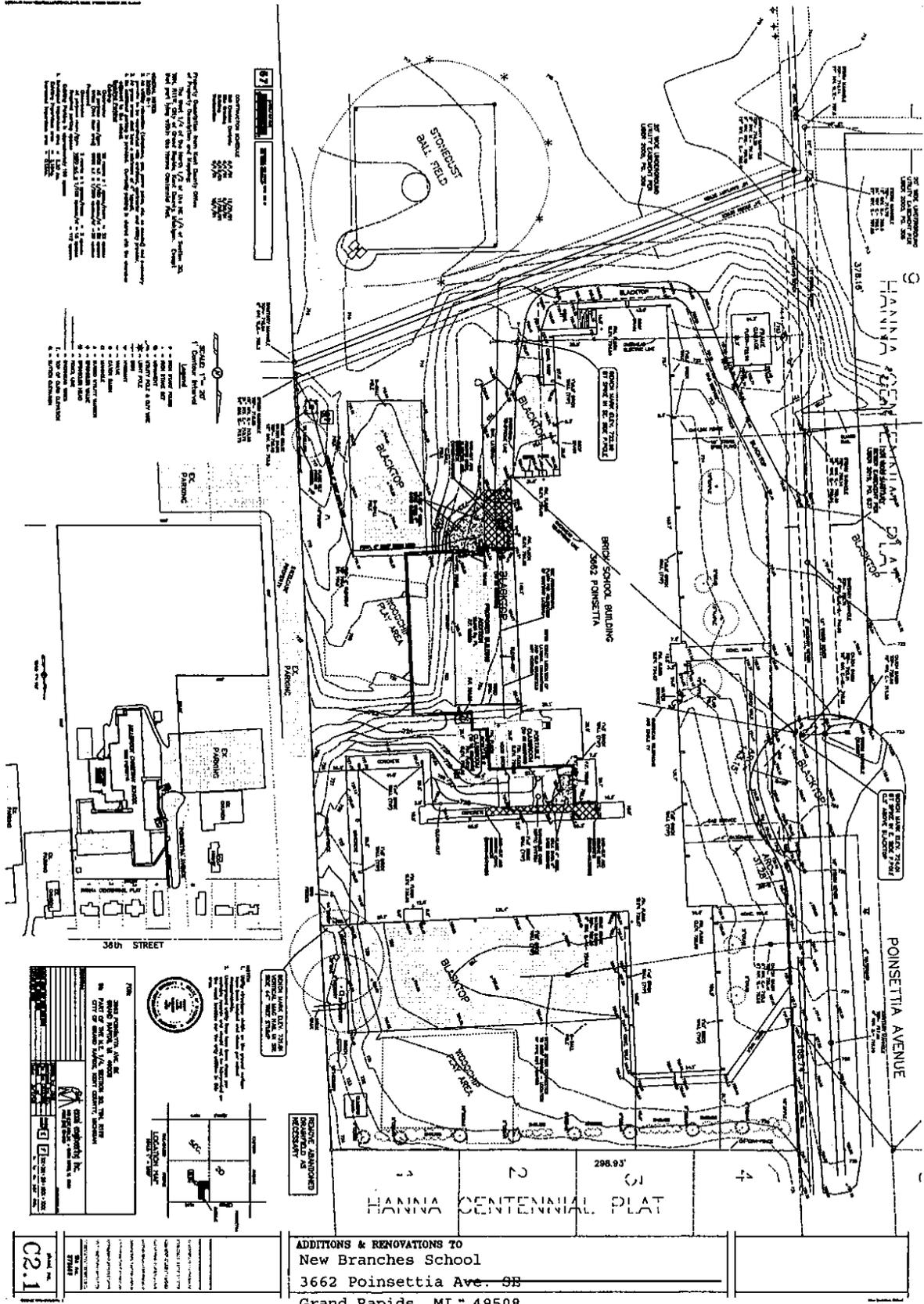
- A. Narrative description of physical facility
- B. Size of building
- C. Scaled floor plan
- D. Copy of executed lease or purchase agreement

4. In addition, the Academy and the University Board hereby acknowledge and agree that this Contract is being issued to the Academy with the understanding that the Academy cannot conduct classes as a public school academy in this state until it has obtained the necessary fire, health and safety approvals for the above-described physical facility. These approvals must be provided and be acceptable to the University Board or its designee prior to the Academy operating as a public school. In cases of disagreement, the Academy may not begin operations without the consent of the University Board or its designee.

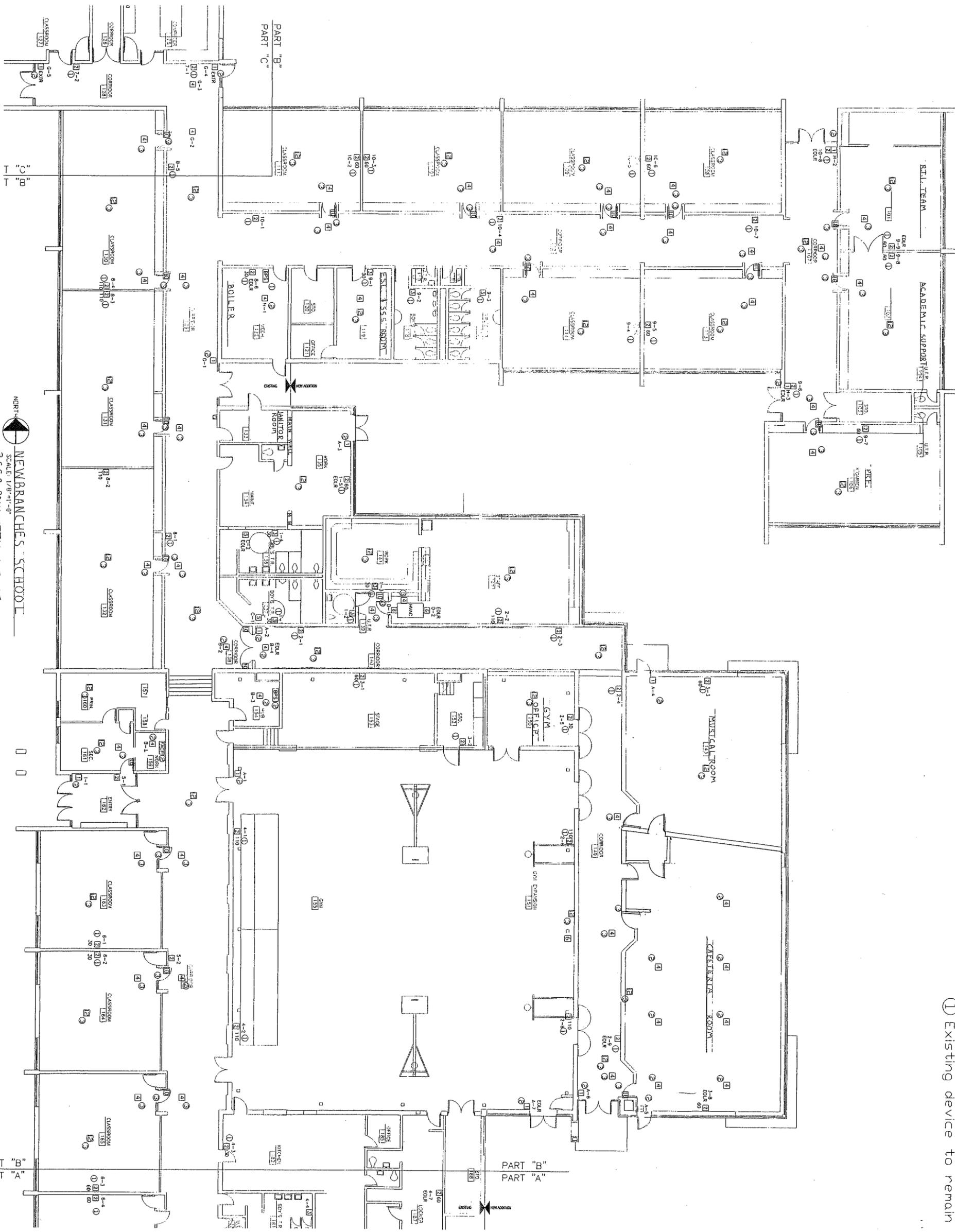
5. If the Site described above is not used as the physical facilities for the Academy, then Schedule 6 of this Contract between the Academy and the University Board must be amended

pursuant to Article IX of the Terms and Conditions of Contract, to designate, describe, and agree upon the Academy's physical facilities. The Academy must submit to the University Board or its designee complete information about the new site to be actually used. This information includes that described in paragraphs 2, 3 and 4 of this Schedule 6. It is acknowledged and agreed that the public school academy cannot conduct classes as a public school in this state until it has submitted all the information described above, to the satisfaction of the University Board or its designee, and the amendment regarding the new site has been executed.

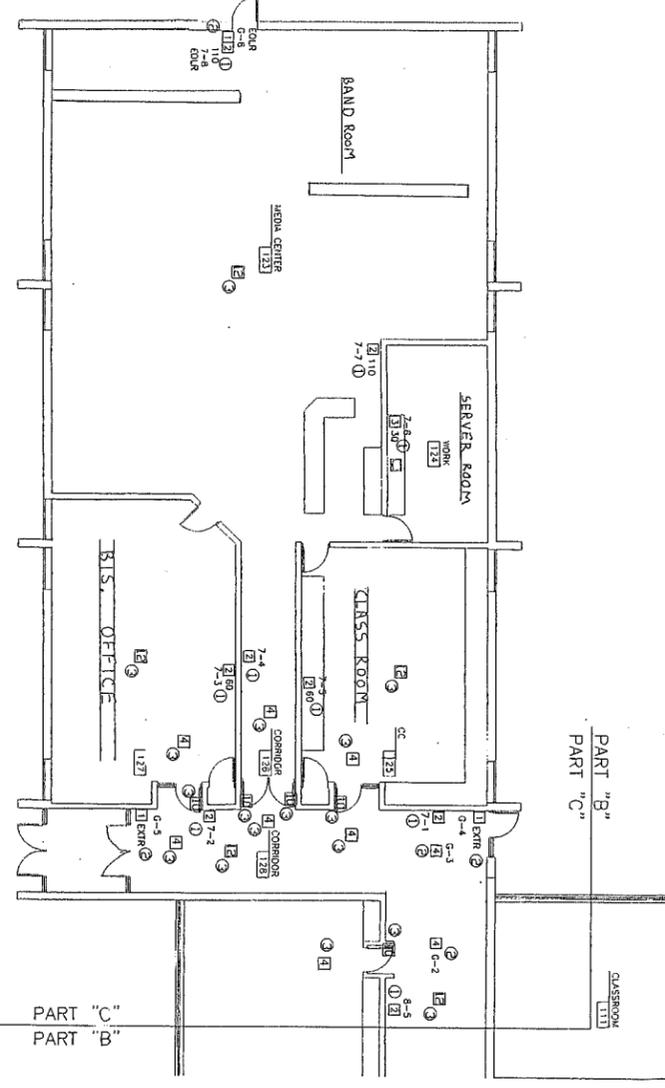
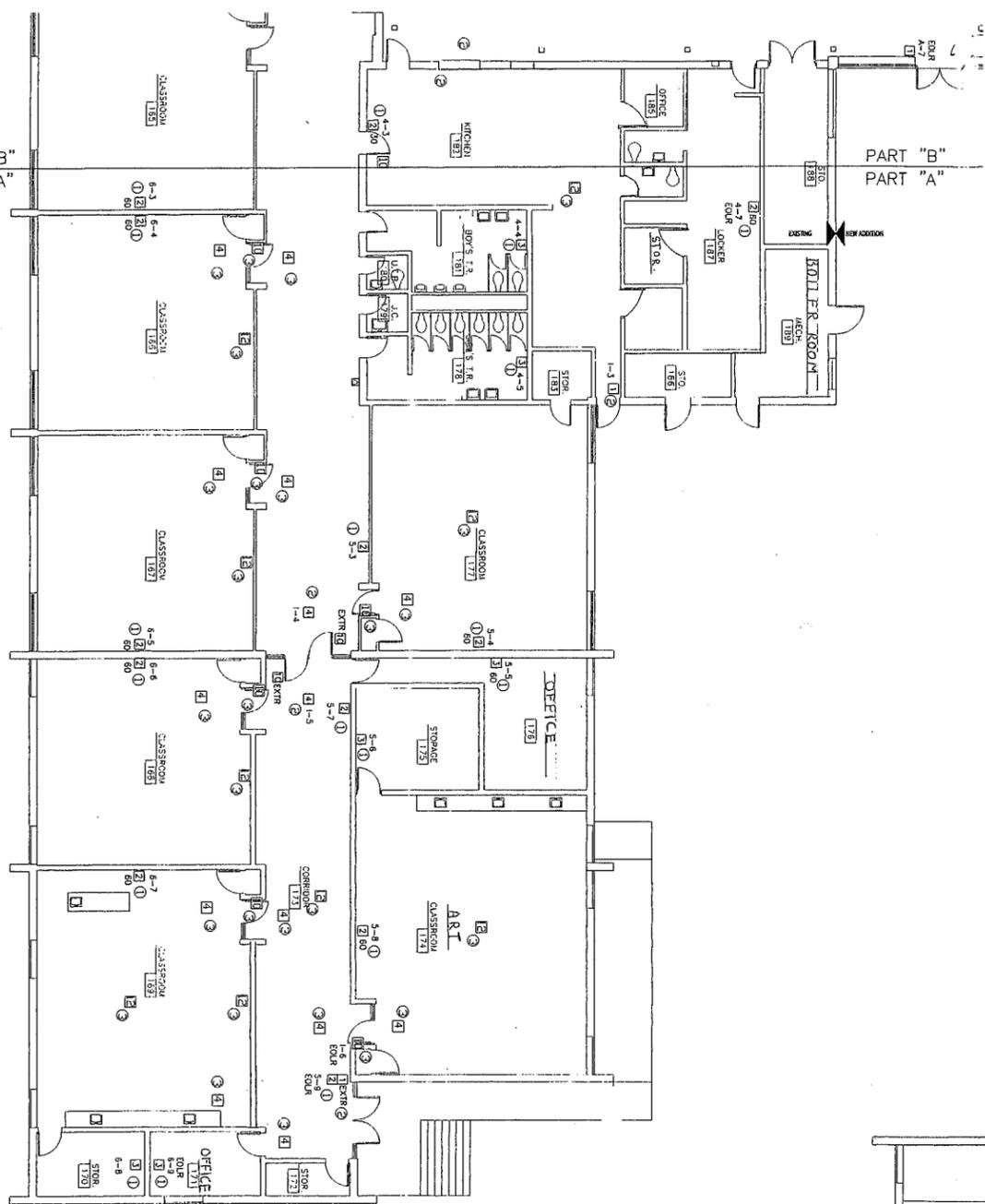
6. Any change in the configuration of grade levels at the Site requires an amendment to this Schedule 6 pursuant to Article IX of the Terms and Conditions of Contract set forth above.



Notes  
 ① Existing device to remain



NORTH  
 NEW BRANCHES SCHOOL  
 SCALE: 1/8"=1'-0"  
 3662 POINSETTIA AVE SE  
 JAN 2014



PART "B"  
PART "A"

PART "B"  
PART "A"

PART "B"  
PART "C"

PART "C"  
PART "B"

NORTH  
NEW BRANCHES SCHOOL  
SCALE: 1/8" = 1'-0"  
5/8" x 11" PLOTTING  
JAN 2014

# **FINANCING AGREEMENT**

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Between

**MICHIGAN PUBLIC EDUCATIONAL FACILITIES AUTHORITY,**

**AND**

**NEW BRANCHES SCHOOL**

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Dated as of March 1, 2010

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## FINANCING AGREEMENT

This Financing Agreement (hereinafter "Agreement") is made and entered into as of March 1, 2010 between the **MICHIGAN PUBLIC EDUCATIONAL FACILITIES AUTHORITY** (the "Authority"), and **NEW BRANCHES SCHOOL** (the "Academy").

### PREMISES

The Authority has been created by the Enabling Legislation for, among other purposes, the purpose of assisting governmental units, as defined in the Enabling Legislation, including public school academies established under the School Code, by purchasing municipal obligations in fully marketable form issued by governmental units and by lending money to (a) governmental units including public school academies and (b) other nonprofit entities for the benefit of public school academies.

The School Code authorizes public school academies to acquire by purchase, gift, devise, lease, sublease, installment purchase agreement, land contract, option, or by other means, hold and own in its own name, buildings and other property for school purposes, and interests therein, and other real and personal property, including but not limited to, interests in property subject to mortgages, security interests, or other liens, necessary or convenient to fulfill its purposes.

The School Code also authorizes public school academies to borrow money and issue bonds to defray all or a part of the cost of purchasing, erecting, completing, remodeling, or equipping, or reequipping, except for equipping or reequipping for technology, school buildings, including library buildings, structures, athletic fields, playgrounds, or other facilities, or parts of or additions to those facilities; furnishing or refurnishing new or remodeled school buildings; acquiring, preparing, developing, or improving sites, or parts of or additions to sites, for school buildings, including library buildings, structures, athletic fields, playgrounds, or other facilities; purchasing school buses; acquiring, installing, or equipping or reequipping school buildings for technology or accomplishing a combination of these purposes.

The School Code also authorizes public school academies to enter into agreements and take actions in connection with the operation and maintenance of a public school academy.

The Academy has determined that it has a need to make certain real and personal property acquisitions and improvements to provide an expanded public school academy facility in furtherance of its educational objectives.

The Authority pursuant to this Agreement will acquire the obligation of the Academy to make certain payments.

In consideration of these Premises and their mutual agreements, the Authority and the Academy agree as follows:

## ARTICLE I

### DEFINITIONS

Section 101. Definitions. Words and phrases capitalized herein and not defined below shall have the meanings ascribed to them in the Indenture and the Resolution adopted by the Authority on January 5, 2010 authorizing the Series 2010 Bonds. In addition, the following words and phrases as used throughout this Agreement shall have the following meanings unless the context or use clearly indicates another or different meaning or intent:

**“Academy Documents”** means this Agreement, the Bond Purchase Agreement, the Mortgage, the State Aid Agreement, the Continuing Disclosure Agreement, and all other documents executed by the Academy in connection with this financing.

**“Academy Revenues”** means, regardless of the source, all revenues, rentals, fees, third-party payments, receipts, donations, contributions or other income of the Academy, to the extent permitted thereby and by law, including accounts receivables or other rights to receive such revenues, including, without limitation, State School Aid (whether paid to the Academy, its Authorizer or to the Trustee on behalf of the Academy), proceeds derived from insurance, condemnation proceeds, accounts, capitalized interest, contract rights and other rights and assets, whether now or hereafter owned, held or possessed by the Academy; and all gifts, grants, bequests and contributions (including income and profits therefrom) to the extent permitted by the terms thereof and by law.

**“Additional Payments”** means all payments required by the Academy under this Agreement (including but not limited to Fee Payments and Reserve Fund Payments) other than Bond Payments.

**“Agreement”** means this Financing Agreement as the same may be amended or supplemented in accordance with its terms and the terms of the Indenture.

**“Authorized Academy Representative”** means the Board President of the Academy or any other officer of the Academy authorized to act in such capacity by a resolution adopted by the Board of the Academy.

**“Authorizing Body”** means Central Michigan University Board of Trustees.

**“Bond Counsel”** means a firm of nationally recognized attorneys at law acceptable to the Authority and experienced in legal work relating to the issuance of bonds the interest on which is excluded from gross income for federal income tax purposes under Section 103(a) of the Code.

**“Bond Documents”** means this Agreement, the Municipal Obligation, the Indenture and the Bond Purchase Agreement.

**“Bond Payment Date”** means any of the dates specified in the Indenture for payment of principal of and interest on the Authority Bonds, as shown in Exhibit A thereto.

**“Bond Payments”** means the amounts payable by the Academy under its Municipal Obligation allocable to the repayment of principal of, or interest or redemption under the Municipal Obligation which do not consist of Scheduled Fee Payments.

**“Bond Purchase Agreement”** means the Bond Purchase Agreement dated March 5, 2010 among the Authority, the Academy and Stifel, Nicolaus & Company, Incorporated.

**“Bondholder”** means the registered owner of any Series 2010 Bond.

**“Capital Lease”** or **“Capital Leases”** means any lease or leases required to be capitalized in accordance with generally accepted accounting principals of governmental entities in Michigan.

**“Charter”** means the Academy’s Contract with its Authorizing Body, together with its Articles of Incorporation and Bylaws.

**“Charter School”** means a public school, as defined by the U.S. Department of Education in conjunction with The Credit Enhancement for Charter School Facilities Program, that:

- (A) in accordance with specific State statute authorizing the granting of charters to schools, is exempted from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
- (B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- (C) has a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
- (D) provides a program of elementary or secondary education, or both;
- (E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- (F) does not charge tuition;
- (G) complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;

- (H) is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- (I) agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived;
- (J) meets all applicable Federal, State, and local health and safety requirements;
- (K) operates in accordance with State law; and
- (L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

“**Closing Date**” means the date of the initial delivery of the Series 2010 Bonds.

“**Code**” means the Internal Revenue Code of 1986, as amended, and the regulations proposed and promulgated from time to time thereunder and under the predecessor code.

“**Collateral Documents**” means the State Aid Agreement, the Mortgage, and any other agreements related thereto or entered into by the Academy for the purpose of pledging collateral as security for the Academy's obligations under this Agreement.

“**Completion Certificate**” means the certificate provided for in Section 604 hereof, in the form of Exhibit E hereto.

“**Completion Date**” means the date of the final completion of the Project as certified in the Completion Certificate.

“**Continuing Disclosure Agreement**” means the Continuing Disclosure Agreement between the Academy and the Trustee dated as of March 1, 2010.

“**Costs of Issuance**” has the meaning given in Section 202(z) of this Agreement.

“**Debt Service Coverage Ratio**” means a ratio of the portion of Academy Revenues calculated by multiplying the Academy's then-current blended student count by the Academy's then-current State School Aid per pupil foundation allowance by 0.20, adding the Academy's then-current prekindergarten revenues and dividing the total by Maximum Annual Debt Service.

**“Default”** and **“Event of Default”** means those defaults and events of default, respectively, specified and defined in Section 901.

**“Enabling Legislation”** shall mean Executive Order No. 2002-3, compiled at §12.192 of the Michigan Compiled Laws, the Shared Credit Rating Act, Act No. 227 of the Public Acts of 1985 of the State, as amended, and the Michigan Strategic Fund Act, Act No. 270 of the Public Acts of 1984 of the State, as amended.

**“Excess Net Revenues”** means, for any School Year, gross revenues, less operating expenses, annual debt service, Reserve Fund deficiency payments, Capital Lease Payments and other Long-Term Indebtedness.

**“Favorable Opinion of Bond Counsel”** means an opinion of Bond Counsel addressed to the Authority and the Trustee to the effect that the action proposed to be taken is not prohibited by the laws of the State or the Bond Documents and will not adversely affect any exclusion from gross income for federal income tax purposes of interest on the Series 2010 Bonds.

**“Fee Payments”** mean the fee payments required by Section 407 hereof.

**“Grant Funds”** means, collectively, funds obtained by the Authority from a grant obtained from the United States Department of Education which the Authority has determined to use to fund the Reserve Fund in the initial amount of \$232,568.76.

**“Indenture”** means the Trust Indenture between the Authority and Wells Fargo Bank, N.A., a national banking association, as trustee, dated as of March 1, 2010, as the same may be amended or supplemented in accordance with its terms.

**“Interest Payment Date”** means each May 1 and November 1, commencing May 1, 2010.

**“Long-Term Indebtedness”** means all indebtedness, other than Capital Leases, the final maturity of which (taking into account any extensions available at the sole option of the Academy) is greater than one year after the initial incurrence thereof.

**“Maximum Annual Debt Service”** means, as of any date of calculation, the highest principal and interest payment requirements with respect to all Long-Term Indebtedness of the Academy outstanding for any succeeding Bond Year.

**“Mortgage”** means, collectively, the (i) Future Advance Mortgage from the Academy in favor of the Trustee dated March 1, 2010, encumbering the Site as security for the Academy’s obligations under this Agreement, as they may be amended from time to time.

**“Municipal Obligation”** means the School Building and Site Bond, Series 2010 of the Academy dated as of March 1, 2010 in substantially the form of Exhibit F attached hereto, which may be issued in one or more subseries.

**“Net Proceeds”** means any insurance proceeds or condemnation award paid with respect to the Project remaining after payment therefrom of all expenses incurred in the collection thereof.

**“Non-Arbitrage Certificate”** means, collectively, the Non-Arbitrage and Tax Compliance Certificate of the Authority and the Academy, each delivered in connection with the initial delivery of the Series 2010 Bonds.

**“Operating Expenses”** means fees and expenses of the Academy, including maintenance, repair expenses, utility expenses, real estate taxes, if any, insurance premiums, administrative and legal expenses, miscellaneous operating expenses, advertising and promotion costs, payroll expenses (including taxes), the cost of material and supplies used for current operations of the Academy, the cost of vehicles, equipment leases and service contracts, taxes, if any, upon the operations of the Academy not otherwise mentioned herein, charges for the accumulation of appropriate reserves for current expenses not annually recurrent, but which are such as may reasonably be expected to be incurred in accordance with generally accepted accounting principles of governmental entities in Michigan, all in such amounts as reasonably determined by the Academy; provided, however, “Operating Expenses” shall not include (i) spending for items which could reasonably be accounted for as capital expenditures under generally accepted accounting principles of governmental entities in Michigan, or (ii) replenishments of the Debt Service Reserve Fund.

**“Other Obligations”** means obligations of the Academy incurred pursuant to and permitted by Section 707.

**“Payment Date”** has the meaning given in Section 405 hereof.

**“Pledged State Aid”** has the meaning given in Section 405 hereof.

**“Principal Amount”** means \$2,410,000 being the aggregate principal amount of the Series 2010 Bonds.

The term **“principal,”** when used with reference to the principal of the Series 2010 Bonds, means principal of the Series 2010 Bonds and, where appropriate, any premium in addition to principal due upon redemption of the Series 2010 Bonds.

**“Project”** means acquisition, renovation, equipping and expansion of a facility and Site improvements as more fully described on Exhibit B hereto including related Project Costs.

**“Project Costs”** means, with respect to the Project, (a) obligations of the Authority or the Academy incurred for labor and materials and to contractors, builders and materialmen in connection with the acquisition, construction and improvement of the Project; (b) the cost of bonds and of insurance of all kinds that may be required or necessary during the course of construction and improvement of the Project which is not paid by the contractor or contractors or otherwise provided for and taxes and other municipal governmental charges levied or assessed during construction upon the Project; (c) all costs of architectural, environmental and

engineering services, including the expenses of the Academy for test borings, surveys, estimates, plans and specifications and preliminary investigations therefor, and for supervising construction, as well as for the performance of all other duties required by or consequent upon acquisition of the Project or the proper construction and improvement of the Project; (d) all other costs which the Academy shall be required to pay, under the terms of any contract or contracts, for the acquisition, construction, installation, reconstruction, restoration, renovating, equipping and furnishing of the Project; (e) Costs of Issuance not to exceed \$141,970.48; (f) other costs of a nature comparable to those described in clauses (a) through (e) above which the Academy shall be required to pay as a result of the damage, destruction, condemnation or taking of the Project or any portion thereof; (g) interest on the Series 2010 Bonds; and (h) any other costs incurred by the Academy which are properly chargeable to the Project and which may be financed by the Series 2010 Bonds under the Enabling Legislation. Project Costs do not include:

- (a) Upgrades to operating system or application software;
- (b) Media, including diskettes, compact discs, video tapes, and disks, unless used for storage of initial operating system software or customized application software included in the definition of technology under MCL 380.1351 a(5); or
- (c) Training, consulting, maintenance, service contracts, software upgrades, troubleshooting, or software support.

**“Requisition Certificate”** means a certificate in the form of attached as Exhibit D delivered pursuant to Section 601 hereof.

**“Reserve Fund Payments”** has the meaning given in Section 401 hereof.

**“Scheduled Fee Payment Component”** means the portion of the Scheduled Installment Payment to be intercepted and allocated to Fee Payments, as set forth on Exhibit A.

**“Scheduled Installment Payment”** means the scheduled amounts payable by the Academy as set forth on Exhibit A and under the State Aid Agreement, which consist of a Scheduled Principal Component, a Scheduled Interest Component, a Set-Aside Component, and a Scheduled Fee Payment Component.

**“Scheduled Interest Component”** means the portion of the Scheduled Installment Payment to be intercepted and allocated to a payment of interest under this Agreement.

**“Scheduled Principal Component”** means the portion of the Scheduled Installment Payment to be intercepted and allocated to repayment of the principal amount of the Municipal Obligation, as set forth on Exhibit A.

**“School Code”** means the Revised School Code, P.A. 451 of 1976, as amended.

**“School Year”** means each fiscal year of the Academy, currently July 1 through June 30.

“**Series 2010 Bonds**” means, the \$2,410,000 Michigan Public Educational Facilities Authority Limited Obligation Revenue Bonds (New Branches School Project), Series 2010.

“**Set-Aside Component**” means the portion of the Scheduled Installment Payment to be intercepted and allocated for the payment of principal of and/or interest on the Series 2010 Bonds in the calendar month(s) in which no Payment Date for State School Aid exists, as set forth on Exhibit A.

“**Short-Term Debt**” means any indebtedness other than Long-Term Indebtedness and Capital Leases, evidenced by notes, commercial paper, a bank line of credit or any other instrument to finance operating or other costs of the Academy.

“**Site**” means the real property described in Exhibit B hereto, the facility thereon and the related improvements, including related Project Costs.

“**State**” means State of Michigan.

“**State Aid Agreement**” means the State Aid Agreement dated as of March 1, 2010 among the State Treasurer of the State of Michigan, the Authority and the Academy and as acknowledged by Central Michigan University Board of Trustees.

“**State School Aid**” means the state school aid payments payable to the Academy pursuant to the State School Aid Act.

“**State School Aid Act**” means the State School Aid Act of 1979, P.A. 94 of 1979, as amended.

“**Unassigned Rights**” means the right of the Authority to make all determinations and approvals and receive all notices accorded to it under this Agreement and to enforce in its name and for its own benefit the provisions of Section 407, Section 502 and Section 903 of this Agreement with respect to the Authority fees and expenses, and indemnity payments as the interests of the Authority and related persons shall appear.

“**Underwriter**” means Stifel, Nicolaus & Company, Incorporated and any successor thereto.

## ARTICLE II

### REPRESENTATIONS

Section 201. Representations of the Authority. The Authority makes the following representations:

(a) The Authority is a body corporate and politic established and acting pursuant to the Enabling Legislation with full authority under the Enabling Legislation to issue the Series 2010 Bonds and execute and enter into this Agreement, the Indenture, the State Aid Agreement and the Bond Purchase Agreement.

(b) All of the proceedings approving this Agreement, the Indenture, the State Aid Agreement and the Bond Purchase Agreement were conducted by the Authority at meetings which complied with Act 267, Michigan Public Acts, 1976, as amended.

(c) No member of the Authority is directly or indirectly a party to or in any manner whatsoever interested in this Agreement, Indenture, Series 2010 Bonds or the proceedings related thereto.

(d) The Series 2010 Bonds are to be issued under and secured by the Indenture, pursuant to which certain of the Authority's interests in this Agreement, and the revenues and receipts to be derived by the Authority pursuant to this Agreement, will be pledged and assigned to the Trustee as security for payment of the principal or Purchase Price of, premium, if any, and interest on the Series 2010 Bonds. The Authority covenants that it has not and will not pledge or assign its interest in this Agreement, or the revenues and receipts derived pursuant to this Agreement, excepting Unassigned Rights, other than to the Trustee under the Indenture to secure the Series 2010 Bonds.

Section 202. Representations of the Academy.

(a) The Academy is a public school academy established in accordance with the provisions of the Revised School Code (the "School Code") and, for so long as the Municipal Obligation and this Agreement are outstanding, the Academy is and shall be a Charter School as defined by the U.S. Department of Education's Credit Enhancement for Charter School Facilities Program and has, and on the Closing Date, will have, full legal right, power and authority (i) to enter into the Academy Documents and to issue the Municipal Obligation, and (ii) to sell, pledge and assign to the Authority the state aid payments to be allocated and paid to the Academy as provided herein and the Academy has duly authorized and approved the execution and delivery of and the performance by the Academy of its obligations contained in the Municipal Obligation and the Academy Documents; and the Academy Documents and the Municipal Obligation have been duly authorized, executed and delivered by, and assuming due authorization by the other parties thereto, if any, are valid and binding obligations of the Academy.

(b) Neither the authorization, execution or delivery of this Agreement, the Bond Purchase Agreement and the Municipal Obligation, the consummation of the transactions contemplated by this Agreement, the Bond Purchase Agreement, the Indenture, and the Municipal Obligation nor the fulfillment of or compliance with the terms and conditions of this Agreement, the Bond Purchase Agreement and the Municipal Obligation will require any consent or approval of the governing board of the Academy or its Authorizing Body which has not been obtained, or violate any provision of law, any order of any court or other agency of government, the Charter, or any indenture, agreement or other instrument to which the Academy is now a party or by which it or any of its properties or assets is bound, or be in conflict with, result in a breach of or constitute a default (with due notice or the passage of time or both) under its Charter or any such indenture, agreement or other instrument, or, except as provided hereunder, result in the creation or imposition of any lien, charge or encumbrance of any nature whatsoever upon any of the property or assets of the Academy.

(c) No litigation or governmental proceeding is pending or, to the knowledge of the officers of the Academy, threatened against the Academy which could have a material adverse effect on its financial condition or business, its power to make payments under this Agreement or the authority or incumbency of its officers or directors.

(d) The Academy intends to cause the Site and the Project to be operated at all times during the term of this Agreement as a “public school academy” as that term is defined in the Revised School Code and as a Charter School. All property which is to be financed or refinanced with the net proceeds of the Series 2010 Bonds will be owned by the Academy.

(e) Moneys which will be made available from the Authority under this Agreement and other sources will be sufficient to pay for the Project.

(f) The Academy reasonably believes that the revenues and income generally available or to become available to the Academy and payable to the Authority under this Agreement will be sufficient for allocation to and payment of the Series 2010 Bonds and interest thereon when due.

(g) The public school facility expansion being constructed with proceeds of the Series 2010 Bonds is needed by the Academy and does not result in an unnecessary duplication of existing facilities.

(h) Except for preliminary expenditures for architectural, engineering, surveying, soil testing, and similar costs (not including costs of land acquisition, site preparation, and similar costs incident to commencement of construction) that were incurred prior to commencement of acquisition, construction, renovation or rehabilitation of the facilities comprising the Project, and did not exceed in the aggregate 20 percent of the issue price of the Series 2010 Bonds, and except for costs of issuance and other costs not in excess of the lesser of \$100,000 or 5 percent of the proceeds of the Series 2010 Bonds, no proceeds of the Series 2010 Bonds were or will be allocated to the reimbursement of an expenditure for costs of the Project paid more than 60 days prior to November 9, 2009.

(i) Proceeds of the Series 2010 Bonds will not exceed the cost of the Project and incidental costs related thereto and to the issuance of the Series 2010 Bonds.

(j) The Academy is not in default in any material respect under any order, writ, judgment, injunction, decree, determination or award or any indenture, agreement, lease or instrument. The Academy is not in default under any law, rule or regulation wherein such default could materially adversely affect the Academy or the ability of the Academy to perform its obligations under the Academy Documents.

(k) No more than 10 percent of the proceeds of the Series 2010 Bonds will be used directly or indirectly in a trade or business carried on by any person other than a governmental unit (a “private business use”). No more than 5 percent of the proceeds of the Series 2010 Bonds will be used for any private business use that is not related to governmental purposes of the Authority or the Academy or that, although related to governmental purposes of

the Authority or the Academy, exceeds the amount of Series 2010 Bond proceeds used for governmental purposes of the Authority or the Academy other than a related private business use. No more than 5 percent of the proceeds of the Series 2010 Bonds will be used directly or indirectly to make or finance loans to persons other than governmental units or loans for purposes other than enabling a borrower to finance any governmental tax or assessment of general application for a specific essential governmental function such as the Project.

(l) The weighted average maturity of the Series 2010 Bonds is not greater than 120% of the average reasonably expected economic life of the facilities being financed or refinanced by the Series 2010 Bonds, as determined pursuant to Section 147(b) of the Code.

(m) There are no contracts or other arrangements providing for private business use or ownership of any property to be financed by proceeds of the Series 2010 Bonds, and the Academy covenants not to enter into any such contracts or arrangements during the term of this Agreement, including any contracts or arrangements for the provision of medical services, food services, management services, or any other types of services, except contracts and arrangements which satisfy the requirements of Rev. Proc. 97-13 or other applicable regulations under the Code.

(n) The Academy will comply with the provisions of Section 148 of the Code. The Academy covenants, for the benefit of itself, the Authority and the owners from time to time of the Series 2010 Bonds, that it will not cause or permit any proceeds of the Series 2010 Bonds to be invested in a manner contrary to the provisions of Section 148 of the Code, and that it will assume compliance with such provisions on behalf of the Authority (including, without limitation, performing required calculations, the keeping of proper records and the timely payment to the Department of the Treasury of the United States, in the name of the Authority, of all amounts required to be so paid by Section 148 of the Code), and the Academy shall carry out all of the requirements to calculate and make rebate payments to the United States and preserve records thereof.

(o) Except as permitted by Code Section 149(b), the Series 2010 Bonds are not federally guaranteed. For this purpose, a bond is federally guaranteed if (i) the payment of principal or interest is guaranteed (in whole or in part) by the United States or any agency or instrumentality thereof), (ii) 5% or more of the issue is to be (x) used in making loans the principal or interest with respect to which is to be guaranteed (in whole or in part) by the United States (or an agency of instrumentality thereof) or (y) invested directly or indirectly in federally insured deposits or accounts, or (iii) the payment of principal or interest on such bond is otherwise indirectly guaranteed (in whole or in part) by the United States (or an agency or instrumentality thereof).

(p) There are no other obligations of the Academy that were sold or are to be sold within 15 days of the sale of the Series 2010 Bonds that (i) were or are to be sold pursuant to the same plan of financing with the Series 2010 Bonds and (ii) are reasonably expected to be paid from substantially the same source of funds as the Series 2010 Bonds, determined without regard to guaranties from unrelated parties.

(q) The Academy shall not enter into any contracts or other arrangements which do not comply with (k) and (m) above.

(r) The Academy will not pay or enter into a transaction that reduces the arbitrage rebate to be paid to the United States because the transaction results in a smaller profit or a larger loss than would have resulted if the transaction had been at arm's length and had the yield on the Series 2010 Bonds not been relevant to either party.

(s) The Site has been or will be constructed and equipped in such manner as to conform, in all material respects, with all applicable zoning, planning, building, environmental and other regulations of the governmental authorities having jurisdiction of the Site and the Project.

(t) To the best of the knowledge of the Academy, no authorizations, consents or approvals of governmental bodies or agencies are required in connection with the execution and delivery by the Academy of the Academy Documents, or in connection with the carrying out by the Academy of its obligations under the Academy Documents, which have not been obtained or, if not obtained on the date of this Agreement, are expected to be obtained in the normal course of business at or prior to the time such authorizations, consents or approvals are required to be obtained.

(u) There are no actions or proceedings pending or, to the knowledge of the Academy, threatened before any court or administrative agency which will, in the reasonable judgment of the Academy, materially adversely affect the ability of the Academy to meet its obligations under the Academy Documents.

(v) No director or officer of the Authority has any interest of any kind in the Academy which would result, as a result of the issuance of the Series 2010 Bonds, in a substantial financial benefit to such persons other than as a member of the general public.

(w) The information furnished by the Academy and used by the Authority in preparing its Non-Arbitrage Certificate pursuant to the Code and the information statement pursuant to Section 149(e) of the Code (Form 8038-G) is true, accurate and complete as of the date of the issuance of the Series 2010 Bonds.

(x) The Academy has complied and intends to comply with its obligations, covenants and representations under the Bond Documents, to the extent such obligations affect the tax-exempt status of the Series 2010 Bonds.

(y) None of the proceeds of the Series 2010 Bonds will be used to finance the purchase, construction, lease, or renovation of property owned, directly or indirectly, by any officer, board member, or employee of the Academy.

(z) The Academy shall promptly pay the Costs of Issuance upon notification by the Authority. The term "Costs of Issuance" shall mean and include Underwriter's discount, underwriting fees, printing charges, letter of credit fees and related charges of a letter of credit,

trustee fees, bond counsel fees, academy counsel fees, and other counsel fees and issuance fees of the Authority.

(aa) The Academy will utilize the Site and the Project for public school purposes so long as Series 2010 Bonds remain outstanding under the Indenture and will use its best efforts to operate the school in an efficient manner. The Academy will maintain its Charter in good standing. The Academy will not own, operate or utilize other public school facilities which may reduce the utilization or student population of the school facilities being acquired, and improved pursuant to this Agreement while the Series 2010 Bonds remain outstanding.

(bb) The improvements to the Site will be acquired and completed not later than March 1, 2011.

### ARTICLE III

#### THE SERIES 2010 BONDS AND THE PROCEEDS THEREOF

Section 301. Series 2010 Bonds. The Authority has authorized the issuance and sale of the Series 2010 Bonds in the Principal Amount. The Authority intends to deliver Series 2010 Bonds subject to the terms of the Bond Purchase Agreement. The proceeds of the Series 2010 Bonds shall be deposited in the Project Fund. The obligations of the Authority, and the Academy under this Agreement are expressly conditioned upon delivery of the Series 2010 Bonds and receipt of the proceeds thereof.

Section 302. Purchase of Municipal Obligation. The Authority hereby agrees to purchase the Municipal Obligation in the principal amount of \$2,410,000, by depositing the same as follows: \$2,410,000 in the Project Fund, to be disbursed in accordance with Section 303 for payment of Project Costs.

In addition to the amount of net proceeds of the Series 2010 Bonds deposited in the Reserve Fund, the Authority agrees to deposit the Authority Contribution into the Reserve Fund upon issuance of the Series 2010 Bonds.

Section 303. Disbursements from the Project Fund. The Authority has directed the Trustee to disburse from the Project Fund established under the Indenture, upon requisition by the Academy, in accordance with Section 601 of this Agreement and the other amounts on deposit therein as provided in this Agreement.

Section 304. Additional Bonds. The Authority may, but shall not be required to, authorize the issuance of the additional bonds upon the terms and conditions provided in the Indenture. Failure by the Authority to issue additional bonds shall not release the Academy from any provisions of this Agreement, regardless of the reason for such failure.

Section 305. Investment of Funds and Accounts. Any moneys held as a part of any Fund or Account shall be invested, reinvested or applied by the Trustee in accordance with the provisions of the Indenture. Any moneys held in the Project Fund, Bond Fund or Reserve Fund

shall, pending disbursement and upon written request of the Academy or oral or facsimile request of the Academy later confirmed in writing, be invested only in Eligible Investments in accordance with the provisions of Section 4.06 of the Indenture, all at such maturities, rates of interest and other specifications as the Academy may indicate in its request to the Trustee. The investments shall mature not later than the respective dates estimated by the Academy when the moneys in such Funds shall be needed for the purposes provided in this Agreement and the Indenture, but should the cash balance in a Fund be insufficient for such purpose, the Trustee is authorized to sell the necessary portion of such investments to meet that purpose. Recognizing that such investments shall be made at the written direction of the Academy, the Authority agrees to cooperate with the Academy, and the Academy covenants that it will restrict the use of the proceeds of the Series 2010 Bonds (and any other funds or moneys which may be deemed to be proceeds of the Series 2010 Bonds pursuant to Section 148(a) of the Code), in such manner and to such extent, if any, as may be necessary, after taking into account reasonable expectations at the time the Series 2010 Bonds are issued, so that the Series 2010 Bonds will not constitute "arbitrage bonds" under Section 148(a) of the Code.

The Academy shall not invest, reinvest or accumulate any moneys deemed to be proceeds of the Series 2010 Bonds pursuant to the Code in such a manner as to cause the Series 2010 Bonds to be "arbitrage bonds" within the meaning of the Code.

Section 306. Rebate Payments to United States. The Academy, for itself and for the Authority, agrees that it shall calculate and make all necessary payments of investment earnings required to be rebated to the United States pursuant to the terms of the Indenture and the Non-Arbitrage Certificate. The Academy hereby further agrees that it shall comply with the procedures outlined in the Academy's Non-Arbitrage and Tax Compliance Certificate and shall furnish to the Trustee and the Authority within fifteen (15) days following each Computation Date (as defined in the Academy's Non-Arbitrage and Tax Compliance Certificate) the computations required thereby. The Trustee has no duty to confirm the accuracy of the computations made by the Academy and may assume that the computations are correct. The Academy shall provide to the Trustee and the Authority evidence of each payment of rebate, if any, within 30 days of each such payment.

## ARTICLE IV

### BOND PAYMENTS

Section 401. Obligations Related to Municipal Obligation. The Academy hereby agrees that it will not sell, assign title to, lease, or obtain further financing with respect to the Project or the Site except as permitted hereunder and with the written permission of the Trustee while Bond Payments or Additional Payments remain outstanding under the Municipal Obligation and this Agreement. The Academy agrees that the Authority may pledge the Municipal Obligation and this Agreement as security for its obligations to pay Series 2010 Bonds and any Additional Bonds issued under the Indenture.

If on a Bond Payment Date the Academy's payment of its obligations hereunder have been deficient or if for any other reason the balance in the Bond Fund is insufficient to pay the

principal of, premium, if any, and interest on the Series 2010 Bonds then due, whether by maturity, redemption, or acceleration, the Academy shall forthwith pay the amount of any such deficiency to the Trustee.

If any withdrawal is made from the Reserve Fund to cure any deficiency in the Bond Fund, the Academy shall pay to the Trustee for deposit into the Reserve Fund on each Payment Date commencing with the first Payment Date following such withdrawal, an amount sufficient to restore the Reserve Fund to the Reserve Fund Requirement in eleven consecutive equal installments or such other number of equal installments as the Trustee shall determine necessary to restore the Reserve Fund to the Reserve Fund Requirement by the next Bond Payment Date. If on any Bond Payment Date the value of the Reserve Fund is less than the Reserve Fund Requirement, the Academy shall pay to the Trustee for deposit, on each Payment Date, commencing on the first Payment Date following such Bond Payment Date, an amount sufficient to restore the Reserve Fund to the Reserve Fund Requirement in full (such payments are collectively referred to as the “*Reserve Fund Payments*”).

Notwithstanding the foregoing, if there are sufficient funds in the State Aid Intercept Account of the Bond Fund to replenish any deficiency in the Reserve Fund (after taking into consideration the priority of payments set forth in Section 4.01 of the Indenture), then the obligation to make Reserve Fund Payments in an amount sufficient to restore the Reserve Fund to the Reserve Fund Requirement shall be accelerated and the Trustee shall transfer funds from the State Aid Intercept Account to the Reserve Fund to satisfy all outstanding Reserve Fund Payment requirements in accordance with Section 4.01 of the Indenture.

Section 402. Obligations Unconditional. The Academy’s obligations to the Authority under the Municipal Obligation and this Agreement are an absolute and unconditional general obligation of the Academy and shall remain in full force and effect until the amounts owed hereunder shall have been paid by the Academy to the Authority under the Municipal Obligation and this Agreement, and such obligations shall not be affected, modified or impaired upon the happening from time to time of any event, including without limitation any of the following:

- (a) Any failure of title with respect to the Academy’s interest in the Site or the Project or the invalidity, unenforceability or termination of this Agreement;
- (b) The modification or amendment (whether material or otherwise) of any obligation, covenant or agreement set forth in this Agreement;
- (c) The voluntary or involuntary liquidation, dissolution, sale or other disposition of all or substantially all of the assets, marshalling of assets and liabilities, receivership, insolvency, bankruptcy, assignment for the benefit of creditors, reorganization, arrangement, composition with creditors or readjustment or other similar proceedings affecting the Academy, or any of its assets or any allocation or contest of the validity of this Agreement, or the disaffirmance of this Agreement in any such proceedings;
- (d) To the extent permitted by law, any event or action which would, in the absence of this clause, result in release or discharge by operation of law of the Academy, from

the performance or observation of any obligation, covenant or agreement contained in this Agreement;

(e) The default or failure of the Academy fully to perform any of its obligations set forth in this Agreement or any other agreement; or

(f) Any casualty or destruction of the Project.

The Authority shall have no liability for the performance of any obligations to the Academy except as expressly set forth in this Agreement.

Section 403. Payment Provisions. In addition to Bond Payment obligations under the Municipal Obligation, which shall be calculated and paid as described below, the Academy agrees to pay to the Authority Additional Payments hereunder, which are (a) initially scheduled to be payable on the Payment Dates set forth in Section 405 below, and may be adjusted as set forth in Section 405 below, and (b) any amounts which may be required to be paid hereunder or under the Indenture including but not limited to replenishment of the Reserve Fund.

Bond Payments may only be prepaid by the Academy with the prior written approval of the Authority. The Authority may require the Academy to pay a prepayment premium as a condition of prepayment.

In the event of a default in the payment of the Bond Payments or Additional Payments when due, the amount of such default shall bear interest (the "additional interest") at a rate equal to the rate of interest which is two percent above the Authority's cost of providing funds (as determined by the Authority) to make payments on the Series 2010 Bonds of the Authority but in no event in excess of the maximum rate of interest permitted by law. The additional interest shall continue to accrue until the Authority has been fully reimbursed for all costs incurred by the Authority (as determined by the Authority) as a consequence of the Academy's default. Such additional interest shall be payable on the Payment Date following demand of the Authority.

It is expressly agreed between the Academy and the Authority by acceptance of the assignment made by this Agreement, that the Academy shall make all payments due hereunder at the designated trust office of the Trustee. The Academy further agrees that it will deposit with the Trustee all payments due hereunder in immediately available funds. The Academy covenants and agrees that its obligations to make payments hereunder are obligations incurred with the Authority under the State School Aid Act, 1979 PA 94, as amended ("School Aid Act") and may be enforced by the Authority and the Trustee on behalf of the Authority as set forth in the State Aid Agreement.

Section 404. Payment General Obligation. The obligation of the Academy to pay Bond Payments, Additional Payments and all other payments hereunder is a general obligation of the Academy. The Academy shall and hereby agrees to include in its budget (either of the general fund or of a capital fund) and pay each year, until this Agreement is paid in full, such sum or sums as may be necessary each year to make payments of the Bond Payments, Additional Payments and all other payments hereunder and additional interest payments, when due. The

Bond Payment obligations of the Academy hereunder and under the Municipal Obligation shall be deemed to be obligations of the Academy incurred in accordance with Section 504a(g) and Section 1351a of the School Code.

Section 405. State School Aid Pledge and Payment. The Academy pledges to pay its Bond Payments and Additional Payments, Reserve Fund Payments, if any, and all other amounts required by the Municipal Obligation and hereby or hereunder from its State School Aid to be allocated to it and payable to its Authorizing Body (the "Pledged State Aid"). Unless otherwise agreed to in writing by the Authority, an amount of each installment of State School Aid (such moneys to be used to pay the Bond Payments and Additional Payments when due), which amount is approximately equal to 1/11 of the annual principal payments scheduled on the Series 2010 Bonds (the Scheduled Principal Component and the Set-Aside Component relating to principal) plus 1/11 (adjusted in the initial fiscal year to reflect interest accruing from the Closing Date) of the annual interest obligation (the Scheduled Interest Component and the Set-Aside Component relating to interest) plus 1/11 of the annual fees (the Scheduled Fee Payment Component) shall, pursuant to the agreement of the Authorizing Body, be transmitted directly by the State Treasurer to the Trustee commencing on or after April 20, 2010 and thereafter on or after the 20th of each January, February, March, April, May, June, July, August, October, November and December (each a "Payment Date"); provided however that if applicable law changes to provide for a schedule of school aid payments materially different from that now in effect, the Authority, by written notice to the Trustee, the State Treasurer, the Academy and the Authorizing Body may designate different payment dates or amounts to provide for timely receipt of Bond Payments, Additional Payments or Reserve Fund Payments consistent with such changes which shall thereupon be and become the "Payment Dates" hereunder. If the Payment Date falls on a Saturday, Sunday, or legal holiday, the Bond Payment shall be due on the next succeeding business day. The Bond Payments, Additional Payments, if any, and Reserve Fund Payments, if any, to the Authority shall be made first from the State School Aid allocated to the Academy during the month of the payment. If, for any reason, the State School Aid allocated to the Academy during the month of the payment is insufficient to pay the Bond Payment, Additional Payment, if any, and Reserve Fund Payment, if any, then in that event the Academy pledges to use any and all other available funds to meet the Bond Payment, Additional Payment, if any, and Reserve Fund payment, if any, obligation. If on any due date for any Bond Payment, Additional Payment or Reserve Fund Payment, the funds with the Trustee are insufficient to pay the Bond Payment, Additional Payment or Reserve Fund Payment, if any, then the Academy, pursuant to Section 17a(3) of the School Aid Act to the extent necessary to meet the payment obligation assigns to the Authority and authorizes and directs the State Treasurer to intercept and/or advance not to exceed 97% of any state school aid payment which is dedicated for distribution or for which the appropriation authorizing payment has been made under the School Aid Act; and in such event pursuant to Section 17a(3) of the School Aid Act, the Authority is authorized, pursuant to the agreement of the Authorizing Body, to intercept and/or seek an advancement of 97% of the Pledged State Aid to be allocated or distributed to the Authorizing Body with respect to the Academy. The Trustee, on behalf of the Authority, shall immediately notify (or cause notice to be given to) the Academy and the Authorizing Body that it will immediately commence to intercept and/or receive an advancement of the Pledged State Aid and beginning immediately the Authority shall intercept 97% of the Pledged State Aid to be

distributed to the Authorizing Body with respect to the Academy. Notwithstanding the foregoing, however, the amount to be applied by the Trustee to Bond Payments hereunder in any fiscal year of the State shall not exceed 20% of the amount of School Aid payable to the Academy by the State in such fiscal year.

The intercepted and/or advanced amount shall be applied on the following priority basis: (i) the amount required to pay the Bond Payment, Additional Payment and Reserve Fund Payment, if any, when due shall be held by the Trustee for such purpose, (ii) any other amounts owing to the Authority under this Agreement, (iii) an amount equal to the Scheduled Fee Payment Component retained by the Trustee as provided under the Indenture and an amount equal to 1/11 of the scheduled fee obligations of the Academy to the Trustee, shall be paid to the Trustee and (iv) to the extent in excess of the amounts required under (i) through (iii) above, any amounts remaining to be immediately distributed to or at the direction of the Academy. The process set forth above shall continue until sufficient funds are deposited with the Trustee to pay all Bond Payments, Additional Payments and Reserve Fund Payments. Section 17a(3) of the School Aid Act does not require the State to make an appropriation to any authorizing body, public school academy, other school district or intermediate school district and such appropriation shall not be construed as creating an indebtedness of the State.

The pledge of State School Aid pursuant to this section is subject to the reservation by the Academy of the right to make additional pledges of State School Aid to secure other obligations as provided in Section 707 hereof and provided that the amount of State School Aid received by the Academy in the fiscal year of the State preceding the incurrence of such additional obligations equals or exceeds the amount required in each year to pay the sum of an amount equal to the Bond Payments, Additional Payments and Reserve Fund Payments due and the principal and interest and other payments due under such additional obligations for which State School Aid has been pledged.

Section 406. Mandatory and Optional Prepayments. Subject to the Authority's right to optionally redeem Series 2010 Bonds, the Academy may prepay its obligations under the Municipal Obligation and hereunder in whole or in part in Authorized Denominations. The Academy may direct the redemption of the corresponding amount of Series 2010 Bonds then outstanding on such dates and pursuant to the provisions and limitations, and upon payment of any required premium, set forth in Section 2.13 of the Indenture.

The Academy shall prepay its obligations hereunder at such times in order to enable the Trustee to redeem all or a portion of the Series 2010 Bonds as required in Section 2.13 of the Indenture.

If the Academy repays or prepays Bond Payments and other amounts owing to the Trustee under this Agreement and the Indenture in such a manner so as to permit the Security to be released from the lien of the Indenture in accordance with Article V of the Indenture, then the loan shall be deemed fully repaid, and this Agreement shall be canceled on the date on which the Security is so released. To confirm such cancellation, the Academy may require the Trustee to execute any further reasonable evidence of cancellation on the date the Security is so released.

Section 407. Fee Payments. To the extent they are not paid out of the Project Fund to the Authority, the Academy shall pay to the Authority within ten (10) days of demand therefor: (a) all Costs of Issuance and other out-of-pocket costs and expenses of the Authority incidental to the performance of its obligations under this Agreement, the Indenture and the Bond Purchase Agreement and (b) the out-of-pocket expenses of the Authority incurred by the Authority in enforcing the provisions of this Agreement or the Indenture.

In addition to the aforesaid payments to the Authority, the Academy shall pay to the Authority (a) a one time issuance fee of one twentieth of one percent (1/20 of 1%) of the principal amount of the Series 2010 Bonds prior to or contemporaneously with execution of this Agreement, such fee will be reimbursed by the Authority in accordance with its fee schedule provided that the Authority has sufficient funds for such purpose at the time of execution of this Agreement, and (b) on or before March 1, in each year, an amount sufficient to assure payment in full of the Academy's allocable share (as determined by the Authority) of the annual general operating expenses of the Authority, but such allocable share shall not exceed one twentieth of one percent (1/20 of 1%) of the average principal amount of the Series 2010 Bonds outstanding under the Indenture during the preceding calendar year.

Section 408. Security Interest in the Project Fund. To better secure its obligations hereunder, including the obligation to pay Bond Payments and Additional Payments, as and when they are due, the Academy hereby grants a security interest in the moneys at any time held in the Project Fund, and any proceeds thereof, to the Authority to be perfected by possession of such moneys in the Project Fund by the Trustee and held therein for the benefit of the Bondholders as provided in the Indenture.

Section 409. Assignment by Authority. The Academy hereby consents to any assignments now or hereafter made by the Authority of the Authority's rights under this Agreement (except the Unassigned Rights) and acknowledge that no further action or consent by the Academy is necessary to effectuate such an assignment.

Section 410. Authorized Academy Representative. The Academy hereby authorizes and directs the Authorized Academy Representative to act in the capacity of Authorized Academy Representative under the Indenture and hereunder.

Section 411. The Municipal Obligation and Obligations of the Academy Unconditional. The obligation of the Academy to pay the Bond Payments and Additional Payments and all other amounts required by the Municipal Obligation and this Agreement to be paid by the Academy shall be an absolute and unconditional general obligation of the Academy and shall not be subject to diminution by set-off, recoupment, counterclaim, abatement or otherwise. Until the Series 2010 Bonds have been fully paid (or provision made therefor) in accordance with the Indenture, the Academy (i) shall not suspend or discontinue any Bond Payments or Additional Payments, (ii) shall perform and observe all of its other obligations contained in the Municipal Obligation and this Agreement and (iii) shall not terminate this Agreement for any cause, including, without limiting the generality of the foregoing, defect in title to the Project, failure to complete the Project, any acts or circumstances that may constitute failure of consideration, destruction of, damage to or condemnation of the Project, commercial frustration of purpose, any

change in the tax or other laws of the United States of America or of the State of Michigan or any political subdivision of either, or any failure of the Authority to perform and observe any of its obligations arising out of or connected with this Agreement. It is the intent and expectation of the parties hereto that the Bond Payments will be sufficient for the payment in full of the Series 2010 Bonds, including (i) the total interest to become due and payable on the Series 2010 Bonds to the dates of payment thereof, (ii) the total principal amount of the Series 2010 Bonds, (iii) the redemption premiums, if any, that shall be payable on the redemption of the Series 2010 Bonds prior to their stated payments dates, and (iv) all additional interest, additional principal and any other amounts payable to the Bondholder as and when required by the Series 2010 Bonds or this Agreement. In the event, however, of any deficiency in the payment of such amounts regardless of the reason for such deficiency, the Academy agrees that upon notice of the deficiency from the Bondholder or the Authority it shall then immediately pay the amount of the deficiency to the Bondholder on behalf of the Authority. The obligations of the Academy under this paragraph shall survive the termination of this Agreement.

## ARTICLE V

### OTHER OBLIGATIONS OF THE ACADEMY

Section 501. Costs of Issuance. The Academy covenants and agrees to promptly pay the Costs of Issuance upon notification by the Authority.

Section 502. Indemnification of the Authority. (a) The Authority and its members, officers, agents and employees (the "Indemnified Persons") shall not be liable to the Academy for any reason. The Academy shall, to the extent permitted by law, indemnify and hold the Authority and the Indemnified Persons harmless from any loss, expense (including reasonable counsel fees) or liability of any nature due to any and all suits, actions, legal or administrative proceedings, or claims arising or resulting from, or in any way connected with (i) the financing, construction, operation, use or maintenance of the Project, (ii) any act, failure to act or misrepresentation by any person, firm, corporation or governmental agency, including the Authority, in connection with the issuance, sale, delivery or remarketing of any of the Series 2010 Bonds, (iii) any act or failure to act by the Authority in connection with this Agreement or any other document involving the Authority in this matter, and (iv) the selection and appointment of firms or individuals providing services related to the Series 2010 Bond transactions. If any suit, action or proceeding is brought against the Authority or any Indemnified Person, that suit, action or proceeding shall be defended by counsel to the Authority or the Academy, as the Authority shall determine. If the defense is by counsel to the Authority, which is the Attorney General of Michigan or may, in some instances, be private, retained counsel, the Academy shall indemnify the Authority and Indemnified Persons for the reasonable costs of that defense, including reasonable counsel fees. If the Authority determines that the Academy shall defend the Authority or Indemnified Persons, the Academy, as determined by the Authority, shall immediately assume that defense at its own cost. The Academy shall not be liable for any settlement of any proceedings made without its consent (which consent shall not be unreasonably withheld).

(b) The Academy shall not be required to indemnify the Authority or any Indemnified Person under subsection (a), if a court with competent jurisdiction finds that the liability in question was caused by the willful misconduct or sole gross negligence of the Authority or the involved Indemnified Person, unless the court determines that, despite the adjudication of liability but in view of all circumstances of the case, the Authority or the Indemnified Person(s) is (are) fairly and reasonably entitled to indemnity for the expenses which the court considers proper.

(c) The Academy shall, to the extent permitted by law, also indemnify the Authority for all reasonable costs and expenses, including reasonable counsel fees, incurred in (i) enforcing any obligation of the Academy under this Agreement or any related agreement, (ii) taking any action requested by the Academy, (iii) taking any action required by this Agreement or any related agreement, or (iv) taking any action considered necessary by the Authority which is authorized by this Agreement or any related agreement.

(d) The obligations of the Academy under this section shall survive any assignment or termination of this Agreement.

Section 503. Indemnification of the Trustee. The Academy shall, to the extent permitted by law, indemnify and hold the Trustee harmless against any loss, liability or expense incurred without bad faith, gross negligence or willful misconduct on the part of the Trustee, arising out of or in connection with the acceptance or administration of the Indenture, including the costs and expense of defense against any such claim of liability. In the event of the occurrence of any claim indemnified against under this paragraph, the Trustee shall promptly notify the Academy of the existence of the claim and shall give the Academy such assistance and cooperation in the defense thereof as may be reasonably requested. The Academy shall defend any such claim through legal counsel of its choice, and the Academy shall have exclusive authority to defend, settle or otherwise dispose of such claim as it deems advisable in the exercise of its sole discretion. The obligations of the Academy under this Section shall survive any assignment or termination of this Agreement and the resignation or removal of the Trustee.

Section 504. Taxes and Other Costs. The Academy shall promptly pay, as the same becomes due, all lawful taxes and governmental charges of any kind whatsoever, including without limitation income, profits, receipts, business, property and excise taxes, with respect to any estate, interest, documentation or transfer in or of the Project, this Agreement or any payments with respect to the foregoing, the costs of all building and other permits to be procured, and all utility and other charges and costs incurred in the operation, maintenance, use, occupancy and upkeep of the Project.

Section 505. Authority and Trustee Right to Perform Academy Obligations. In the event the Academy shall fail to perform any of its obligations under this Agreement, the Authority and the Trustee may, but shall be under no obligation to, perform such obligation and pay all costs related thereto, and all such costs so advanced by the Authority or the Trustee shall become an additional obligation of the Academy to the Authority or the Trustee, secured under the Indenture, payable on demand with interest thereon at 2% per annum in excess of the average

rate per annum borne by the Series 2010 Bonds from the date of advancement until payment, but in no event in excess of the maximum rate permitted by law.

Section 506. Audit Obligation. The Academy shall have an independent audit, using generally accepted accounting principles generally used for public school accounting in the State of Michigan, of its bonding activities under these sections conducted within 120 days after completion of all projects financed by the proceeds of this Agreement and shall submit the audit report to the Michigan Department of Treasury.

## ARTICLE VI

### CONSTRUCTION, ACQUISITION AND EQUIPPING OF PROJECT

Section 601. Project Fund Disbursements. Subject to the conditions set forth below, unless an Event of Default has occurred and is continuing, the Trustee shall disburse out of the Project Fund the lesser of (a) the Project Costs paid or incurred or (b) the Series 2010 Bond proceeds deposited in the Project Fund and investment income in the Project Fund. Such disbursements shall be used to pay the Project Costs so long as there are moneys in the Project Fund. Disbursement for Costs of Issuance Project Costs and Project Costs not to exceed \$22,149.52 which relate to the reimbursement of previously incurred Project Costs by the Academy shall be made upon a Costs of Issuance Requisition Certificate executed by the Academy in the form shown on Exhibit C attached hereto in a form approved by an Authorized Officer of the Authority. Disbursements for Project Costs other than Costs of Issuance and the above-described reimbursement shall be made upon presentation of a Requisition Certificate executed by the Academy in the form shown on Exhibit D attached hereto or in a form approved by an Authorized Officer of the Authority.

Prior to the first disbursement for Project Costs other than Costs of Issuance and the above-described reimbursement, in addition to all other instruments and documents required to be delivered pursuant to the Indenture, the Bond Purchase Agreement and this Agreement, the Academy shall have delivered to the Trustee (i) a marked-up loan policy of title insurance commitment from a title insurance company satisfactory to the Trustee, naming the Trustee as lender, without standard exceptions, in the amount specified in Section 607 of this Agreement, insuring that the Mortgage is a first lien in all respects on the unencumbered marketable fee simple absolute title to the Site, subject only to Permitted Encumbrances, together with copies of all necessary sworn statements and lien waivers required by the title company, if any, and (ii) evidence of payment of fees relating thereto.

Each Requisition Certificate shall be accompanied by copies of invoices or other appropriate documentation satisfactory to the Trustee, supporting the payments or reimbursements requested and by a brief description of the portion of the Project financed, acquired, constructed or improved; provided that the Trustee shall have no duty or obligation to review such invoices and may conclusively rely on such requisitions.

Section 602. Obligation of the Academy to Complete the Project and to Pay Costs in Event Project Fund Insufficient. The Academy shall proceed diligently to complete the Project substantially in accordance with the descriptions which have been provided to the Authority. If requested, the Academy shall make available to the Authority and the Trustee such information concerning the Project as any of them may reasonably request. The Project shall not be materially altered in scope, character, value or operation without the prior written consent of the Trustee and the holders of 100% of the Series 2010 Bonds and provided that the expenditure of moneys for the Project as modified is permitted by the Enabling Legislation and will not impair the exclusion of interest on the Series 2010 Bonds from gross income for federal income tax purposes.

In the event the money in the Project Fund available for payment of the costs of the Project shall not be sufficient to make such payment in full, the Academy agrees to pay directly, or to deposit moneys in the Project Fund for the payment of, such costs of completing the Project as may be in excess of the moneys available therefor in the Project Fund. The Authority does not make any warranty or representation, either expressed or implied, that the moneys which will be deposited into the Project Fund, and which under the provisions of this Agreement will be available for payment of the costs of the Project, will be sufficient to pay all of the costs which will be incurred in connection therewith. The Academy agrees that if, after exhaustion of the moneys in the Project Fund, the Academy shall pay, or deposit moneys in the Project Fund for payment of, any portion of the costs of the Project pursuant to the provisions of this Section 602, it shall not be entitled to any reimbursement therefor from the Authority, the Trustee, or from the owners of any of the Series 2010 Bonds, nor shall it be entitled to any diminution of the amounts payable hereunder.

Section 603. Recovery Under Breach of Warranty. All warranties shall vest in the Academy and in the event of default or breach of warranty by any contractor in connection with the Site improvements or with respect to any materials, workmanship or performance or other guaranty, the Academy may, after notification of the Authority, proceed, either separately or in conjunction with others, to pursue such remedies against the party in default and against each surety as it may deem advisable. Any amounts recovered in connection with the foregoing after Project Costs have been paid or duly provided for shall be paid to the Academy.

Section 604. Completion Certificate. The Completion Date of the acquisition, constructing, equipping and installation of the Site and the Project and the payment of the entire Project Costs shall be evidenced to the Trustee and the Authority by the Completion Certificate, substantially in the form attached as Exhibit E.

Section 605. Use of Surplus Funds. As soon as practicable and in any event within 60 days from the date of delivery of the Completion Certificate, the Academy shall direct the Trustee to transfer any balance remaining in the Project Fund (i.e. "Surplus Bond Proceeds") to the Bond Fund, for use in accordance with the Indenture. Notwithstanding the foregoing, proceeds of the Series 2010 Bonds may be retained in the Project Fund longer than three (3) years after the Issue Date provided the Academy delivers a Favorable Opinion of Bond Counsel to the Trustee with respect to the retention and investment of such proceeds of the Series 2010 Bonds in the Project Fund.

Section 606. Application of Insurance and Condemnation. In the event (i) the Site or the Project is damaged or destroyed, or (ii) failure of title to all or part of the Site or the Project occurs or title to or temporary use of the Site or the Project is taken by condemnation or by the exercise of the power of eminent domain by any governmental body or by any person, firm or corporation acting under governmental authority, the Academy shall promptly give written notice thereof to the Authority and the Trustee. As soon as practicable, but not later than 60 days after such damage or condemnation, the Academy shall elect in writing whether to restore all or part of the Site or the Project or to prepay this Agreement. The Academy may only restore all or part of the Site or the Project if it demonstrates to the Trustee that (i) it has sufficient money available to it (including insurance proceeds) to undertake such restoration, and (ii) such restoration will not cause interest on the Series 2010 Bonds which would otherwise be excludable from gross income for federal income tax purposes to be included in gross income for federal income tax purposes. If the Academy chooses to restore all or part of the Project, the Trustee shall deposit the proceeds of such condemnation or insurance in the Project Fund, which shall be reactivated and drawn down in the same manner as provided for the Project Fund in Section 601. If the Academy shall elect to restore the Site or the Project, it shall proceed to do so with reasonable dispatch. If the Site and the Project shall have been so damaged or destroyed, or if failure of title or condemnation or taking of such part thereof shall have been taken so that the Site and the Project may not be reasonably restored within a period of 12 consecutive months (or such longer period of time as is acceptable to the Trustee) to its condition immediately preceding such damage or destruction or failure of title, or if the Academy is thereby prevented from carrying on its normal operations for a period of 12 consecutive months (or such longer period of time as is acceptable to the Trustee), or if the cost of restoring the Site and the Project is reasonably deemed by the Academy to be uneconomic and the Academy abandons the Site and the Project, then all proceeds of such insurance or condemnation shall be transferred to the Bond Fund and used for payment or redemption of the Series 2010 Bonds.

Section 607. Mortgage and Title Insurance. At or prior to the first disbursement from the Project Fund for Project Costs other than Costs of Issuance, the Academy shall cause to be executed and delivered and cause to be recorded the Mortgage securing performance by the Academy of its obligations under this Agreement and the payment of the Bond Payments and Additional Payments by the Academy. The Future Advance Mortgage shall grant to the Trustee a first mortgage lien on all real property comprising the Project as security for the Series 2010 Bonds.

At or prior to the first disbursement from the Project Fund for Projects Costs other than Costs of Issuance, the Academy shall cause to be delivered to the Trustee a policy of mortgage title insurance on the Site, insuring the first priority lien of the Mortgage, subject only to Permitted Encumbrances. The title policy shall provide for title insurance in an amount equal to the full principal amount of the Series 2010 Bonds; provided, however, that the effective amount of the title policy as of the delivery date may be limited to the amount disbursed from the Project Fund as of such date provided that further Project Fund disbursements are accompanied by an endorsement to such title policy increasing coverage by the amount of the disbursement.

## ARTICLE VII

### FURTHER OBLIGATIONS OF THE ACADEMY

Section 701. Compliance With Laws. The Academy agrees that it shall, throughout the term of this Agreement and at no expense to the Authority, promptly comply or cause compliance with all legal requirements of duly constituted public authorities which may be applicable to the Project or to the repair and alteration thereof, or to the use or manner of use of the Project.

Section 702. Maintenance of Legal Existence Qualification. During the term of this Agreement, and except as otherwise provided by Section 706 hereof, the Academy shall maintain its existence and shall not dissolve or otherwise dispose of all or substantially all of its assets or consolidate with or merge into another entity or permit one or more entities to consolidate with or merge into it without the prior written consent of the Authority.

Section 703. Reports and Access to Projects and Records. The Academy covenants that promptly, but not later than one hundred twenty (120) days after the close of each fiscal year, it will file with the Authority and the Trustee (and upon written request with the original Underwriter for the Series 2010 Bonds), in such quantity as the Authority may require, its audited financial statement for such fiscal year reflecting in reasonable detail the financial position and results of operation of the Academy, together with the audit report by a certified public accountant or firm of independent certified public accountants of suitable experience and responsibility. The Trustee shall have no duty to review or analyze such financial statements and shall hold such financial statements solely as a repository for the benefit of the Bondholders. The Trustee shall not be deemed to have notice of any information contained therein or deemed to have notice of an event of default which may be disclosed therein in any manner.

The Academy further covenants and agrees that it will promptly file with the Authority a copy of all documentation, materials and notices filed by or on behalf of the Academy pursuant to or in connection with any continuing disclosure undertaking relating to the Series 2010 Bonds or other debt incurred by or for the benefit of the Academy.

The Academy further covenants and agrees that it has, with the permission of any applicable third parties, placed on file with the Trustee a current property survey of the Project, together with Phase I and Phase II Environmental Site Assessments performed by Dixon Environmental Consulting, Inc. of Grand Rapids, Michigan.

Subject to reasonable security and safety regulations, the Authority and the Trustee and the respective duly authorized agents of each shall have the right at all reasonable times to enter the Site and the Project and to examine and inspect the same.

Section 704. Covenant as to Non-Impairment of Tax-Exempt Status. Notwithstanding any other provision of any rights of the Academy under this Agreement, the Academy hereby covenants that, to the extent permitted by law, it shall take all actions within its control and that it shall not fail to take any action as may be necessary to maintain the exclusion of the interest on

the Series 2010 Bonds from gross income for federal income tax purposes, on behalf of itself and the Authority, including but not limited to, actions relating to the rebate of arbitrage earnings and the expenditure and investment of Series 2010 Bond proceeds and moneys deemed to be Series 2010 Bond proceeds, all as more fully set forth in the Non-Arbitrage Certificate.

Section 705. Covenant Regarding Bond Purchases. The Academy covenants that neither it nor any related person will purchase Series 2010 Bonds in an amount related to the amount of proceeds of such Series 2010 Bonds.

Section 706. Academy to Maintain Existence. The Academy covenants and agrees that for so long as any Series 2010 Bond remains Outstanding under the Indenture, it shall maintain its existence as a Public School Academy under Michigan law and shall continue to operate its facilities located at the Site as a public school which will produce sufficient available revenues to pay the Bond Payments and all other amounts due and owing under this Agreement. Notwithstanding the foregoing, the Academy shall have the right to cease operations at the Site upon (a) prepayment in full of the Bond Payments, Additional Payments and any prepayment premium required by the Authority as determined in the sole discretion of the Authority and (b) filing an opinion of Bond Counsel that such prepayment and release will not adversely affect the exclusion of interest on the Series 2010 Bonds from gross income for federal income tax purposes.

Section 707. Other Obligations. The Academy covenants and agrees that, without the prior written consent of the Trustee, or unless consented to by the holders of 51% of the outstanding Series 2010 Bonds, it will not incur indebtedness for borrowed money, guarantee the obligations of others or incur pecuniary obligations, except the following:

- (a) obligations incurred in the ordinary course of business;
- (b) state aid notes (including state aid note lines of credit) issued pursuant to Act No. 451, Public Acts of Michigan, 1976, as amended; and
- (c) other indebtedness incurred or guaranteed by the Academy in accordance with applicable law related to capital acquisitions provided that the aggregate maximum annual debt service on such indebtedness, in any fiscal year, together with the applicable Scheduled Installment Payment hereunder for such year, shall not exceed 20% of the amount of State School Aid payable to the Academy by the State in such fiscal year. For purposes of computing future projections of State School Aid, the amount of State School Aid expected to be paid to the Academy for the Academy's current fiscal year computed using the number of students certified as of the September count date of the current fiscal year shall be used.
- (d) Notwithstanding the foregoing, the Academy covenants and agrees that the amount of State School Aid to be received by the Academy shall be at least the total of the Bond Payments, Additional Payments and all payments on such other Obligations to which State School Aid has been pledged due in such fiscal year.

Section 708. Transfer, Assignment and Leasing. The Academy may not transfer or sell the Project without the prior written consent of the Authority and 100% of the Beneficial Owners of the Series 2010 Bonds and any Additional Bonds. The Academy may lease any portion of the Project with the prior written consent of the Trustee and the holders of 100% of the Series 2010 Bonds provided that the Academy delivers to the Authority and the Trustee in connection with any such leasing a Favorable Opinion of Bond Counsel with respect to such lease. No leasing shall relieve the Academy from primary liability for any of its obligations hereunder, and in the event of any such leasing the Academy shall continue to remain primarily liable for the payment of Bond Payments and for performance and observance of the other agreements herein on its part to be performed and observed.

This Agreement may not be assigned without the prior written consent of the Authority, the Trustee and a majority of the holders of the Series 2010 Bonds and compliance with the requirements described in (a) and (b) above.

Section 709. Substitution and Removal of Personal Property. Any property financed or refinanced with Series 2010 Bond proceeds may not be removed from any Project site unless (i) other property of equivalent or greater value and utility is substituted therefor within six months of such disposition or (ii) the proceeds of the sale of such property are used in accordance with the following sentence or (iii) the Academy receives an opinion of Bond Counsel that noncompliance with (i) or (ii) above will not adversely affect the exclusion of interest on the Series 2010 Bonds from gross income for federal income tax purposes. Any proceeds received upon the sale of any of the property financed or refinanced with the proceeds of the Series 2010 Bonds (i) will be invested at a yield not in excess of the yield on the Series 2010 Bonds and used for the purpose of redeeming the Series 2010 Bonds at the first subsequent call date, or (ii) will be used for the purpose of acquiring property performing the same function at such Project site as the disposed property within six months of the date of receipt of such proceeds. Notwithstanding the foregoing, if any property financed or refinanced with the proceeds of the Series 2010 Bonds wears out or becomes obsolete so that it is no longer functional to the Academy and the Academy deems it appropriate to dispose of such property and, further, if the Academy or any related party thereto receives no economic benefit from the disposal thereof, then the Academy may dispose of such property other than as provided above.

Section 710. Maintenance, Repair and Modification. The Academy shall cause the Project to be used for the purposes described in this Agreement throughout the term of this Agreement. The Academy does not know of any reason why the Project will not be used and occupied by it in the absence of supervening circumstances not now anticipated by it or beyond its control. The failure of the Academy to use the Project for its intended purposes shall not in any way abate or reduce the obligation of the Academy to pay the Bond Payments and the Additional Payments under the provisions of this Agreement.

The Academy agrees that it will keep the Project in good repair and good operating condition, ordinary wear and tear excepted, at its own cost.

The Academy may remodel the Project or make additions, modifications and improvements to the Site and the Project from time to time as the Academy, in its discretion,

may deem to be desirable, the cost of which shall be paid by the Academy; provided, however, that such additions, modifications and improvements (i) do not materially and adversely alter the scope, character, value or operation of the Project without the prior written consent of the Trustee or 100% of the holders of the Series 2010 Bonds, (ii) do not impair the exclusion of interest on the Series 2010 Bonds from gross income for federal income tax purposes and (iii) do not contravene the provisions of the Enabling Legislation.

Section 711. Liability Insurance. The Academy shall procure and maintain or cause to be procured and maintained continuously in effect with respect to the Site and the Project comprehensive general accident and public liability insurance covering any liability arising out of or in any way relating to the maintenance, use or operation of the Project or any part thereof, under which the Academy and the Trustee are named as insureds, in an amount not less than \$1,000,000 for bodily injury or death per occurrence and \$1,000,000 for property damage per occurrence and the aggregate combined limits of not less than \$2,000,000 and will cause all contractors to maintain similar insurance against all similar liabilities on their part. The Net Proceeds of all such insurance shall be applied as set forth in Section 606 hereof.

Section 712. Negligence of the Academy. As between the Academy and the Authority, the Academy agrees to defend the Authority against all risks and liabilities, whether or not covered by insurance, for loss or damage to the Site or the Project and for injury to or death of any person or damage to any property, whether such injury or death be with respect to agents or employees of the Academy or of third parties, and whether such property damage be to property of the Academy or the property of others, which is proximately caused by the negligent conduct of the Academy, its officers, employees and agents. The Academy hereby assumes responsibility for and agrees to defend and to reimburse Trustee with respect to all liabilities, obligations, losses, damages, penalties, claims, actions, costs and expenses (including reasonable attorney's fees) of whatsoever kind and nature, imposed on, incurred by or asserted against Trustee that in any way relate to or arise out of a claim, suit or proceeding based in whole or in part upon the negligent conduct of the Academy, its officers, employees and agents, to the maximum extent permitted by law.

Section 713. Property Insurance. As between the Academy and the Authority, the Academy shall have and assume the risk of loss with respect to the Site and the Project, and shall procure and maintain continuously in effect during the Term of this Agreement with respect to the Site and the Project, to the extent of the full replacement cost of the Project, other than land and building foundations, all-risk insurance, subject only to the standard exclusions contained in the policy, in such amount as will be at least sufficient so that a claim may be made for the full replacement cost of any part thereof damaged or destroyed, and including business interruption insurance in an amount sufficient to pay Scheduled Installment Payments for a period of twelve months. All policies (or endorsements or riders) evidencing insurance required in this Section shall be carried in the names of the Academy and Trustee as their respective interests may appear. The Net Proceeds of insurance required by this Section shall be applied as provided in Section 606 hereof; provided that the Net Proceeds of business interruption insurance shall be applied to the payment of Scheduled Installment Payments, Additional Payments and Reserve Fund Payments.

Section 714. Worker's Compensation Insurance. The Academy shall carry or cause to be carried workers' compensation insurance covering all employees on, in, near or about the Site and the Project, and upon request, shall furnish to Trustee certificates evidencing such coverage throughout the Term of this Agreement.

Section 715. Other Insurance and Requirements for All Insurance. The Academy shall obtain and maintain or cause to be obtained and maintained during the Term of the Agreement such other insurance policies covering such other risks and in such amounts as are customarily maintained by educational institutions similar to the Academy in the ordinary course of their business. All insurance required by this Article may be carried under a separate policy or a rider or endorsement; shall be taken out and maintained with responsible insurance companies organized under the laws of one of the states of the United States and qualified to do business in the State; and shall contain a provision that the insurer shall not cancel or revise coverage thereunder without giving written notice to all parties at least thirty (30) days before the cancellation or revision becomes effective. The Academy shall deposit with the Trustee policies evidencing any such insurance procured by it, or a certificate or certificates of the respective insurers stating that such insurance is in full force and effect. Before the expiration of any such policy, the Academy shall furnish to Trustee evidence that the policy has been renewed or replaced by another policy conforming to the provisions of this Article.

Section 716. Management Agreement. The Academy shall not enter into a Management Agreement relating to the Site or the Project, unless prior to entering into such Management Agreement the Academy obtains a Favorable Opinion of Bond Counsel with respect to such Management Agreement.

Section 717. Net Asset Covenant. The Academy hereby covenants that, so long as any Series 2010 Bonds remain Outstanding, it will:

- (a) maintain an unrestricted net asset balance which equals not less than an amount calculated as a percentage of Operating Expenses for the School Year as follows:
  - (i) Such percentage shall be 5.0% for any School Year if, in the School Year immediately preceding such School Year, the total of the Maximum Annual Debt Service plus any Capital Leases or any similar lease-purchase or loan payment obligations of the Academy, excluding Short-Term Debt, were equal to or less than 10% of Academy Revenues; and
  - (ii) Such percentage shall be 7.5% for any School Year if, in the School Year immediately preceding such School Year, the total of the Maximum Annual Debt Service plus any Capital Leases or any similar lease-purchase or loan payment obligations of the Academy, excluding Short-Term Debt, were greater than 10% but less than 15% of Academy Revenues.
  - (iii) Such percentage shall be 10.0% for any School Year if, in the School Year immediately preceding such School Year, the total of the Maximum

Annual Debt Service plus any Capital Leases or any similar lease-purchase or loan payment obligations of the Academy, excluding Short-Term Debt, were greater than 15% of Academy Revenues.

- (b) maintain cumulative unrestricted cash reserves and/or access to Short-Term Debt sufficient to meet all accrued and unrestricted salary obligations of the Academy.

Each of the covenants made in this Section 717 shall be tested as of June 30 of each School Year based on the results of the annual audit of the Academy described herein. If on any testing date the Academy's minimum fund balance is below that required by this Section, the Academy shall retain on an annual basis a minimum of 50% of the Excess Net Revenues until such time as the Academy is in compliance with the minimum fund balance required by this Section.

Section 718. Engagement of Management Consultant. The Academy shall maintain a Debt Service Coverage Ratio of 1:1.25. If the Academy is unable to comply with this requirement within 12 months of the initial non-compliance, the Beneficial Owners of a majority of the Outstanding Bonds shall have the right to direct the Trustee to require the Academy to engage, at the Academy's expense, a management consultant acceptable to the Trustee, which shall deliver a written report within 60 days of engagement to the Trustee and the Board of the Academy containing recommendations concerning the Academy's:

- (i) operations;
- (ii) financing practices and activities, including Short-Term Debt, lease financing, and investment activities;
- (iii) management practices, including the use of consultants, hiring of a full time management company, budgeting practices, and ongoing financial systems and monitoring of the Academy's financial condition;
- (iv) governance and administration practices; and
- (v) other factors relevant to maintaining compliance with the Financing Agreement.

Upon submission of the management consultant's report, the Academy's Board shall arrange for payment of the amount owed to the management consultant and issue a written certificate to the Trustee indicating its acceptance or rejection of all or any material portion of the recommendations of the management consultant within 30 days of receiving the report of the management consultant. The Beneficial Owners of 2/3rds of the Outstanding Bonds shall have the right to require the Board of the Academy to comply with any reasonable recommendation of the management consultant with respect to items (i) through (v) above, subject to receipt of any necessary Authorizing Body approval. So long as the Academy complies with the foregoing failure to maintain the proscribed Debt Service Coverage Ratio shall not constitute an Event of Default.

## ARTICLE VIII

### ACTIONS AFFECTING AUTHORITY; INTEREST IN THIS AGREEMENT

Section 801. Interest in this Agreement. The Academy shall not assign or transfer its rights or obligations under this Agreement, except as shall be permitted in this Agreement or consented to by the Authority and the Trustee.

Section 802. Authority Assignment of this Agreement. The Academy hereby acknowledges and consents to the assignment and pledge pursuant to the Indenture by the Authority to the Trustee, as additional security for the Series 2010 Bonds, of the Municipal Obligation and this Agreement and all of the Authority's rights and powers under this Agreement, (except the Unassigned Rights) including the right to receive Bond Payments and Additional Payments.

Section 803. Rights of Trustee Hereunder. The terms of this Agreement and the enforcement thereof are essential to the security of the Trustee and are entered into for the benefit of the Trustee. The Trustee shall accordingly have contractual rights and duties in this Agreement and be entitled to enforce separately or jointly with the Authority the terms of this Agreement.

Section 804. Authority Compliance With Indenture. The Authority shall comply with the covenants, requirements and provisions of the Indenture and perform all of its obligations thereunder.

Section 805. Supplements to Indenture. The Authority shall consent to no supplements to the Indenture which have a material effect on the rights or obligations of the Academy or the Trustee without the prior written consent of the Academy and the Trustee, respectively.

## ARTICLE IX

### EVENTS OF DEFAULT AND REMEDIES

Section 901. Events of Default. The term "Events of Default" shall mean, whenever used in this Agreement, any one or more of the following events:

(a) Failure by the Academy to make a Bond Payment under the Municipal Obligation when due.

(b) Failure by the Academy to make an Additional Payment hereunder when due.

(c) Failure by the Academy to observe and perform any other obligations in this Agreement, or in any other related or collateral documents on its part to be observed or performed for a period of forty-five days after written notice specifying such failure and requesting that it be remedied, given to the Academy by the Authority or the Trustee; provided,

however, that if said Default shall be such that it cannot be corrected within such period, it shall not constitute an Event of Default if the Default, in the opinion of the Trustee, is correctable without material adverse effect on the Series 2010 Bonds and if corrective action is instituted within such period and diligently pursued until the Default is corrected.

(d) The dissolution or termination of the Academy or failure by the Academy promptly to lift any execution, garnishment or attachment of such consequences as will materially impair its ability to carry out its obligations under this Agreement or the Academy becomes insolvent or bankrupt, or makes an assignment for the benefit of creditors or consents to the appointment of a trustee or receiver for the Academy or for the greater part of its properties; or a trustee or receiver is appointed for the Academy or for the greater part of its properties without its consent and is not discharged within 60 days; or bankruptcy, reorganization or liquidation proceedings are commenced by or against the Academy, and if commenced against the Academy are consented to by it or remain undismissed for 60 days; or an order for relief is entered in any bankruptcy proceeding.

(e) If any representation or warranty made by the Academy in any document delivered by the Academy to the purchaser(s) of the Series 2010 Bonds, the Trustee or the Authority in connection with the issuance, sale and delivery of the Series 2010 Bonds is untrue in any material respect.

(f) If the Academy shall default under any other agreement for payment of money in excess of \$25,000 and such default shall not be cured within any period of grace provided in such agreement, if any, or if the Academy shall assign or convey or attempt to assign or convey any of its rights or obligations under this Agreement except as shall be permitted under this Agreement, provided, however, that the Academy shall not be in default under this section, if it is contesting in good faith any default under any such other agreement for the payment of money and, with respect to construction liens, has bonded over such lien to the satisfaction of the Trustee, unless in the estimation of the Trustee the security of the Trustee under this Agreement is materially endangered.

(g) The occurrence of an Event of Default under the Indenture.

(h) The loss of its charter or the failure of the Academy to have its charter renewed, unless a charter from another authorizing body is received on or before the effective date of revocation or nonrenewal and a state aid agreement in form and content the same as the agreement executed in connection herewith is executed by such new authorizing body on or before the effective date of revocation or nonrenewal.

The term "Default" shall mean Default by the Academy in the performance or observance of any of the covenants, agreements or conditions on its part contained in this Agreement, exclusive of any period of grace required to constitute an Event.

The Defaults described in subsection (c) above only, are also subject to the following limitation: If the Academy by reason of force majeure is unable to carry out or observe the obligations described in said subsection (c), the Academy shall not be deemed to be in breach or

violation of this Agreement or in default during the continuance of such inability. The term “force majeure” as used herein shall include, without limitation, acts of God, strikes, lockouts or other disturbances; acts of public enemies; inability to comply with or to cause compliance with laws, ordinances, orders, rules, regulations or requirements of any public authority or the government of the United States of America or the State of Michigan or any of their departments, agencies, or officials, or any civil or military authority; inability to procure or cause the procurement of building permits, other permits, licenses or other authorizations required for the construction, use, occupation, operation or management of the Project; insurrections; riots; epidemics; landslides; lightning; earthquake; fire; hurricanes; tornadoes; storms; floods; washouts; droughts; arrests; restraint of government and people; civil disturbances; explosions; breakage or accident to machinery, transmission pipes or canals; partial or entire failure of utilities; or any other cause or event other than financial inability not reasonably within control of the Academy. The Academy agrees, however, to remedy with all reasonable dispatch the cause or causes preventing the Academy from carrying out its agreements; provided, however, that the settlement of strikes, lockouts and other disturbances shall be entirely within the discretion of the Academy, and the Academy shall not be required to make settlement of strikes, lockouts and other disturbances by acceding to the demands of the opposing party or parties when such course is in the judgment of the Academy not in the best interests of the Academy.

Section 902. Remedies Upon an Event of Default. Whenever any Event of Default shall have occurred and be continuing, the Authority or the Trustee may take any one or more of the following remedial steps:

(a) Declare all indebtedness under this Agreement (i.e., Bond Payments, Additional Payments and all other payments required by this Agreement) to be immediately due and payable, whereupon the payment date for the same shall become immediately accelerated and all such indebtedness shall become immediately due and payable;

(b) Have access to and inspect, examine and make copies of the books and records and any and all accounts, data and income tax and other tax returns of the Academy only, however, insofar as they relate to the Site, the Project or the Event of Default and remedying thereof;

(c) Exercise and enforce all or any of its rights under the security interests granted in this Agreement and the Mortgage; and/or

(d) Petition a court of competent jurisdiction for the appointment of a receiver to take possession of and manage and operate all or any part of the assets of the Academy for the benefit of the Authority and the Trustee.

No remedy herein conferred upon or reserved to the Authority or the Trustee is intended to be exclusive of any other available remedy or remedies, but each and every such remedy shall be cumulative and shall be in addition to every other remedy now or hereafter existing at law or in equity or by statute.

Any amounts collected pursuant to action taken under this Section shall be paid into the Bond Fund and applied in accordance with the Indenture, except amounts collected pursuant to Article IV for the benefit of the Authority which shall be paid to or retained by the Authority.

Section 903. Payment of Attorneys' Fees and Other Expenses. In the event the Academy should default under any of the provisions of this Agreement and the Authority and/or the Trustee should employ attorneys or incur other expenses for the collection of the Bond Payments, and Additional Payments, for the enforcement of performance or observance of any obligation of the Academy in this Agreement or of the foreclosure of any security interests granted in this Agreement, the Academy shall on demand therefor pay to the Authority and/or the Trustee, as the case may be, the reasonable fees of such attorneys and such other reasonable expenses so incurred.

Section 904. Limitation on Waivers. No delay or omission to exercise any right or power occurring upon any Event of Default shall impair any such right or power or shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed appropriate. In order to entitle the Authority or the Trustee to exercise any remedy under this Article, it shall not be necessary to give any notice other than such notice as may be herein expressly required.

In the event any agreement contained in this Agreement should be breached by any party and thereafter waived by the other parties, such waiver shall be limited to the particular breach so waived and shall not be deemed to waive any other breach hereunder nor a waiver of the same breach on a future occasion. By reason of the assignment and pledge of certain of the Authority's rights and interest in this Agreement to the Trustee, the Authority shall have no power to waive or release the Academy from any Event of Default or the performance or observance of any obligation or condition of the Academy under this Agreement without prior written consent of the Trustee, but shall do so if requested by the Trustee, provided that prior to such waiver or release by the Authority, the Authority shall have been provided with an opinion of bond counsel of nationally recognized standing that such action will not result in any pecuniary liability to it and the Authority shall have been provided such indemnification from the Trustee as the Authority shall deem necessary.

## ARTICLE X

### MISCELLANEOUS

Section 1001. Amounts Remaining in Funds. Any amounts remaining in the Bond Fund or the Project Fund upon expiration or sooner termination of this Agreement after payment in full of the Series 2010 Bonds (or provision therefor) in accordance with the Indenture, and all other costs and expenses of the Authority and the Trustee specified under this Agreement, and all the amounts required to be paid by the Academy under this Agreement and the Indenture shall have been fully paid, shall be applied as provided in the Indenture.

Section 1002. Notices. All notices, certificates or other communications hereunder shall be sufficiently given and shall be deemed given when mailed by registered or certified mail,

postage prepaid, return receipt requested, addressed to the Authority, the Academy or the Trustee, as the case may be, at the Authority's Address, the Academy's Address, or the Trustee's Address, respectively, or hand delivered to the above at their respective addresses. A duplicate copy of each such notice, certificate or other communication given hereunder to the Authority or the Trustee shall also be given to the others.

The Authority, the Academy, and the Trustee may by notice given hereunder designate any further or different addresses to which subsequent notices, certificates or communications shall be sent.

Section 1003. Amendment. This Agreement may not be amended or terminated without the prior written consent of the Trustee and the Authority and no amendment to this Agreement shall be binding upon either party hereto until such amendment is reduced to writing and executed by both parties hereto. Amendments to this Agreement are subject to the provisions of Sections 8.03 and 8.04 of the Indenture.

Section 1004. Entire Agreement. This Agreement contains all agreements between the parties and there are no other representations, warranties, promises, agreements or understandings, oral, written or inferred, between the parties, unless reference is made thereto in this Agreement and the Indenture.

Section 1005. Binding Effect. This Agreement shall be binding upon the parties hereto and upon their respective successors and assigns, and the words "Authority," "Academy" and "Trustee" shall include the parties hereto and their respective successors and assigns and include any gender and singular and plural, any individuals, partnerships or corporations.

Section 1006. Severability. If any clause, provision or section of this Agreement be ruled invalid or unenforceable by any court of competent jurisdiction, the invalidity or unenforceability of such clause, provision or section shall not affect any of the remaining clauses, provisions or sections.

Section 1007. Execution in Counterparts. This Agreement may be executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

Section 1008. Captions. The captions or headings in this Agreement are for convenience only and in no way define, limit or describe the scope or intent of any provisions of this Agreement.

Section 1009. Applicable Law. This Agreement shall be governed in all respects, whether as to validity, construction, performance or otherwise, by the laws of the State of Michigan.

Section 1010. Non-Liability of State. The obligations of the Authority under this Agreement are limited obligations of the Authority, payable solely out of the Security and as otherwise provided under this Agreement and the Indenture. The obligations of the Authority

hereunder shall not be deemed to constitute an indebtedness or an obligation of the Authority, the Authorizing Body, the State, or any political subdivision thereof within the purview of any constitutional limitation or provision, or a charge against the credit or general taxing powers, if any, of any of them. The Authority has no taxing power. Neither the Authority nor any member, director, officer, employee or agent of the Authority nor any person executing the Series 2010 Bonds shall be liable personally for the Series 2010 Bonds or be subject to any personal liability or accountability by reason of the issuance of the Series 2010 Bonds. No recourse shall be had for the payment of the principal of, redemption premium, if any, and interest on any of the Series 2010 Bonds or for any claim based thereon or upon any obligation, covenant or agreement contained in the Series 2010 Bonds, the Indenture, this Agreement or the Bond Purchase Agreement (or any other agreement entered into by the Authority with respect thereto) against any past, present or future member, officer, agent or employee of the Authority, or any incorporator, member, officer, employee, director or trustee or any successor thereof, under any rule of law or equity, statute or constitution or by the enforcement of any assessment or penalty or otherwise, and all such liability of any such incorporator, member, officer, employee, director, agent or trustee as such is hereby expressly waived and released as a condition of and consideration for the execution of the Indenture, the Bond Purchase Agreement and this Agreement (and any other agreement entered into by the Authority with respect thereto) and the issuance of the Series 2010 Bonds.

Section 1011. Non-Liability of Authorizing Body. The Authority and the Trustee, on behalf of the Bondholder, each understands and agrees that the authorizing body, Central Michigan University Board of Trustees, has not agreed to assume, undertake or in any way guarantee payment of the Academy's obligations from any source of revenue available to the Authorizing Body, including the administrative fee deducted by the Authorizing Body from the state school aid payments received by the Authorizing Body for the Academy. The Indenture. The Indenture provisions concerning the Series 2010 Bonds and the other matters therein are an integral part of the terms and conditions of the loan made by the Authority to the Academy pursuant to this Agreement, and the execution of this Agreement shall constitute conclusive evidence of approval of the Indenture by the Academy to the extent it relates to the Academy. Additionally, the Academy agrees that, whenever the Indenture by its terms imposes a duty or obligation upon the Academy, such duty or obligation shall be binding upon the Academy to the same extent as if the Academy were an express party to the Indenture, and the Academy hereby agrees to carry out and perform all of its obligations under the Indenture as fully as if the Academy were a party to the Indenture. The Academy agrees not to take any action which would cause the Authority or the Trustee to violate the terms of the Indenture.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed as of the date first above written.

**MICHIGAN PUBLIC EDUCATIONAL  
FACILITIES AUTHORITY**

By: Kathleen K. O'Keefe  
Kathleen K. O'Keefe  
Authorized Officer

**NEW BRANCHES SCHOOL**

By: EXECUTED BY COUNTERPART  
Its: Board President

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed as of the date first above written.

**MICHIGAN PUBLIC EDUCATIONAL  
FACILITIES AUTHORITY**

EXECUTED IN COUNTERPART  
By: \_\_\_\_\_

Thomas J. Letavis  
Executive Director

**NEW BRANCHES SCHOOL**

By:  \_\_\_\_\_

Its: Board President

**EXHIBIT A  
TO  
FINANCING AGREEMENT**

**BOND PAYMENTS**

**See Attached.**

**BOND DEBT SERVICE**

Michigan Public Educational Facilities Authority  
 Limited Obligation Revenue Bonds  
 (New Branches Public School Academy Project), Series 2010  
 Final Pricing

Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service
06/30/2010			20,862.92	20,862.92	20,862.92
12/30/2010			89,412.50	89,412.50	
06/30/2011			89,412.50	89,412.50	178,825.00
12/30/2011			89,412.50	89,412.50	
06/30/2012	10,000	6.375%	89,412.50	99,412.50	188,825.00
12/30/2012			89,093.75	89,093.75	
06/30/2013	15,000	6.375%	89,093.75	104,093.75	193,187.50
12/30/2013			88,615.63	88,615.63	
06/30/2014	20,000	6.375%	88,615.63	108,615.63	197,231.26
12/30/2014			87,978.13	87,978.13	
06/30/2015	30,000	6.375%	87,978.13	117,978.13	205,956.26
12/30/2015			87,021.88	87,021.88	
06/30/2016	55,000	6.375%	87,021.88	142,021.88	229,043.76
12/30/2016			85,268.75	85,268.75	
06/30/2017	60,000	6.375%	85,268.75	145,268.75	230,537.50
12/30/2017			83,356.25	83,356.25	
06/30/2018	65,000	6.375%	83,356.25	148,356.25	231,712.50
12/30/2018			81,284.38	81,284.38	
06/30/2019	70,000	6.375%	81,284.38	151,284.38	232,568.76
12/30/2019			79,053.13	79,053.13	
06/30/2020	70,000	6.375%	79,053.13	149,053.13	228,106.26
12/30/2020			76,821.88	76,821.88	
06/30/2021	75,000	7.625%	76,821.88	151,821.88	228,643.76
12/30/2021			73,962.50	73,962.50	
06/30/2022	80,000	7.625%	73,962.50	153,962.50	227,925.00
12/30/2022			70,912.50	70,912.50	
06/30/2023	90,000	7.625%	70,912.50	160,912.50	231,825.00
12/30/2023			67,481.25	67,481.25	
06/30/2024	95,000	7.625%	67,481.25	162,481.25	229,962.50
12/30/2024			63,859.38	63,859.38	
06/30/2025	100,000	7.625%	63,859.38	163,859.38	227,718.76
12/30/2025			60,046.88	60,046.88	
06/30/2026	110,000	7.625%	60,046.88	170,046.88	230,093.76
12/30/2026			55,853.13	55,853.13	
06/30/2027	120,000	7.625%	55,853.13	175,853.13	231,706.26
12/30/2027			51,278.13	51,278.13	
06/30/2028	130,000	7.625%	51,278.13	181,278.13	232,556.26
12/30/2028			46,321.88	46,321.88	
06/30/2029	135,000	7.625%	46,321.88	181,321.88	227,643.76
12/30/2029			41,175.00	41,175.00	
06/30/2030	150,000	7.625%	41,175.00	191,175.00	232,350.00
12/30/2030			35,456.25	35,456.25	
06/30/2031	160,000	7.625%	35,456.25	195,456.25	230,912.50
12/30/2031			29,356.25	29,356.25	



**The PFM Group**

Public Financial Management, Inc.  
PFM Asset Management LLC  
PFM Advisors

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**BOND DEBT SERVICE**

Michigan Public Educational Facilities Authority  
Limited Obligation Revenue Bonds  
(New Branches Public School Academy Project), Series 2010  
Final Pricing

Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service
06/30/2032	170,000	7.625%	29,356.25	199,356.25	228,712.50
12/30/2032			22,875.00	22,875.00	
06/30/2033	185,000	7.625%	22,875.00	207,875.00	230,750.00
12/30/2033			15,821.88	15,821.88	
06/30/2034	200,000	7.625%	15,821.88	215,821.88	231,643.76
12/30/2034			8,196.88	8,196.88	
06/30/2035	215,000	7.625%	8,196.88	223,196.88	231,393.76
	2,410,000		3,180,694.30	5,590,694.30	5,590,694.30

Schedule of Intercept Amounts Assigned

Pursuant to the Financing Agreement

<u>Date</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Principal</u>	Interest Component and Portion of Set- Aside Component Allocated to <u>Interest</u>	Scheduled Fee Payment <u>Component</u>	<u>Total</u>
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See attached.



**The PFM Group**

Public Financial Management, Inc.  
 PFM Asset Management, LLC  
 PFM Advisors

**New Branches Academy  
 State Aid Intercepts  
 March 1, 2010**

Year	Date	Intercept Amount	Accumulated Balance	Net Debt Service	
2010	4/20	\$20,862.92	\$20,862.92		
	5/1	\$0.00	\$0.00	\$20,862.92	
	5/20	\$17,882.50	\$17,882.50		
	6/20	\$17,882.50	\$35,765.00		
	7/20	\$17,882.50	\$53,647.50		
	8/20	\$17,882.50	\$71,530.00		
	10/20	\$17,882.50	\$89,412.50		
	11/1	\$0.00	\$0.00	\$89,412.50	
	11/20	\$16,065.28	\$16,065.28		
	12/20	\$16,065.28	\$32,130.56		
	2011	1/1	\$0.00	\$31,186.63	\$943.92
		1/20	\$16,065.28	\$47,251.91	
1/22		\$0.00	\$44,251.91	\$3,000.00	
2/20		\$16,065.28	\$60,317.18		
3/19		\$0.00	\$57,817.18	\$2,500.00	
3/20		\$16,065.28	\$73,882.46		
4/20		\$16,065.28	\$89,947.73		
5/1		\$0.00	\$535.23	\$89,412.50	
5/20		\$17,775.45	\$18,310.68		
6/20		\$17,775.45	\$36,086.14		
7/20		\$17,775.45	\$53,861.59		
8/20		\$17,775.45	\$71,637.05		
10/20	\$17,775.45	\$89,412.50			
11/1	\$0.00	\$0.00	\$89,412.50		
11/20	\$17,775.45	\$17,775.46			
12/20	\$17,775.45	\$35,550.91			
2012	1/1	\$0.00	\$34,345.91	\$1,205.00	
	1/20	\$17,775.45	\$52,121.37		
	1/22	\$0.00	\$49,121.37	\$3,000.00	
	2/20	\$17,775.45	\$66,896.82		
	3/19	\$0.00	\$64,396.82	\$2,500.00	
	3/20	\$17,775.45	\$82,172.28		
	4/20	\$17,775.45	\$99,947.73		
	5/1	\$0.00	\$535.23	\$99,412.50	
	5/20	\$18,123.09	\$18,658.32		
	6/20	\$18,123.09	\$36,781.40		
	7/20	\$18,123.09	\$54,904.49		
	8/20	\$18,123.09	\$73,027.57		
10/20	\$18,123.09	\$91,150.66			
11/1	\$0.00	\$2,056.91	\$89,093.75		
11/20	\$18,123.09	\$20,179.99			
12/20	\$18,123.09	\$38,303.08			
2013	1/1	\$0.00	\$37,101.41	\$1,201.67	
	1/20	\$18,123.09	\$55,224.49		
	1/22	\$0.00	\$52,224.49	\$3,000.00	
	2/20	\$18,123.09	\$70,347.58		



# The PFM Group

Public Financial Management, Inc.  
 PFM Asset Management, LLC  
 PFM Advisors

Year	Date	Intercept Amount	Accumulated Balance	Net Debt Service
	3/19	\$0.00	\$67,847.58	\$2,500.00
	3/20	\$18,123.09	\$85,970.66	
	4/20	\$18,123.09	\$104,093.75	
	5/1	\$0.00	\$0.00	\$104,093.75
	5/20	\$18,538.75	\$18,538.75	
	6/20	\$18,538.75	\$37,077.50	
	7/20	\$18,538.75	\$55,616.25	
	8/20	\$18,538.75	\$74,155.00	
	10/20	\$18,538.75	\$92,693.75	
	11/1	\$0.00	\$4,078.12	\$88,615.63
	11/20	\$18,538.75	\$22,616.88	
	12/20	\$18,538.75	\$41,155.63	
2014	1/1	\$0.00	\$39,960.68	\$1,195.00
	1/20	\$18,538.75	\$58,499.43	
	1/22	\$0.00	\$58,499.43	\$3,000.00
	2/20	\$18,538.75	\$77,038.18	
	3/19	\$0.00	\$77,038.18	\$2,500.00
	3/20	\$18,538.75	\$95,576.93	
	4/20	\$18,538.75	\$114,115.68	
	5/1	\$0.00	\$0.00	\$108,615.63
	5/20	\$19,331.10	\$19,331.10	
	6/20	\$19,331.10	\$38,662.20	
	7/20	\$19,331.10	\$57,993.30	
	8/20	\$19,331.10	\$77,324.40	
	10/20	\$19,331.10	\$96,655.50	
	11/1	\$0.00	\$8,677.37	\$87,978.13
	11/20	\$19,331.10	\$28,008.46	
	12/20	\$19,331.10	\$47,339.56	
2015	1/1	\$0.00	\$46,153.73	\$1,185.83
	1/20	\$19,331.10	\$65,484.83	
	1/22	\$0.00	\$62,484.83	\$3,000.00
	2/20	\$19,331.10	\$81,815.93	
	3/19	\$0.00	\$79,315.93	\$2,500.00
	3/20	\$19,331.10	\$98,647.03	
	4/20	\$19,331.10	\$117,978.13	
	5/1	\$0.00	\$0.00	\$117,978.13
	5/20	\$21,428.75	\$21,428.75	
	6/20	\$21,428.75	\$42,857.50	
	7/20	\$21,428.75	\$64,286.25	
	8/20	\$21,428.75	\$85,715.00	
	10/20	\$21,428.75	\$107,143.75	
	11/1	\$0.00	\$20,121.87	\$87,021.88
	11/20	\$21,428.75	\$41,550.63	
	12/20	\$21,428.75	\$62,979.38	
2016	1/1	\$0.00	\$61,806.88	\$1,172.50
	1/20	\$21,428.75	\$83,235.63	
	1/22	\$0.00	\$80,235.63	\$3,000.00
	2/20	\$21,428.75	\$101,664.38	
	3/19	\$0.00	\$99,164.38	\$2,500.00
	3/20	\$21,428.75	\$120,593.13	
	4/20	\$21,428.75	\$142,021.88	



# The PFM Group

Public Financial Management, Inc.  
 PFM Asset Management, LLC  
 PFM Advisors

Year	Date	Intercept Amount	Accumulated Balance	Net Debt Service
	5/1	\$0.00	\$0.00	\$142,021.88
	5/20	\$21,562.42	\$21,562.42	
	6/20	\$21,562.42	\$43,124.85	
	7/20	\$21,562.42	\$64,687.27	
	8/20	\$21,562.42	\$86,249.70	
	10/20	\$21,562.42	\$107,812.12	
	11/1	\$0.00	\$22,543.37	\$85,268.75
	11/20	\$21,562.42	\$44,105.80	
	12/20	\$21,562.42	\$65,668.22	
2017	1/1	\$0.00	\$64,519.05	\$1,149.17
	1/20	\$21,562.42	\$86,081.48	
	1/22	\$0.00	\$83,081.48	\$3,000.00
	2/20	\$21,562.42	\$104,643.90	
	3/19	\$0.00	\$102,143.90	\$2,500.00
	3/20	\$21,562.42	\$123,706.33	
	4/20	\$21,562.42	\$145,268.75	
	5/1	\$0.00	\$0.00	\$145,268.75
	5/20	\$21,666.59	\$21,666.59	
	6/20	\$21,666.59	\$43,333.18	
	7/20	\$21,666.59	\$64,999.77	
	8/20	\$21,666.59	\$86,666.36	
	10/20	\$21,666.59	\$108,332.95	
	11/1	\$0.00	\$24,976.70	\$83,356.25
	11/20	\$21,666.59	\$46,643.30	
	12/20	\$21,666.59	\$68,309.89	
2018	1/1	\$0.00	\$67,189.89	\$1,120.00
	1/20	\$21,666.59	\$88,856.48	
	1/22	\$0.00	\$86,856.48	\$3,000.00
	2/20	\$21,666.59	\$107,523.07	
	3/19	\$0.00	\$106,023.07	\$2,500.00
	3/20	\$21,666.59	\$126,689.66	
	4/20	\$21,666.59	\$148,356.25	
	5/1	\$0.00	\$0.00	\$148,356.25
	5/20	\$21,741.55	\$21,741.55	
	6/20	\$21,741.55	\$43,483.11	
	7/20	\$21,741.55	\$65,224.66	
	8/20	\$21,741.55	\$86,966.21	
	10/20	\$21,741.55	\$108,707.77	
	11/1	\$0.00	\$27,423.39	\$81,284.38
	11/20	\$21,741.55	\$49,164.94	
	12/20	\$21,741.55	\$70,906.50	
2019	1/1	\$0.00	\$69,818.17	\$1,088.33
	1/20	\$21,741.55	\$91,559.72	
	1/22	\$0.00	\$88,559.72	\$3,000.00
	2/20	\$21,741.55	\$110,301.27	
	3/19	\$0.00	\$107,801.27	\$2,500.00
	3/20	\$21,741.55	\$129,542.83	
	4/20	\$21,741.55	\$151,284.38	
	5/1	\$0.00	\$0.00	\$151,284.38
	5/20	\$21,332.77	\$21,332.77	
	6/20	\$21,332.77	\$42,665.53	



# The PFM Group

Public Financial Management, Inc.  
 PFM Asset Management, LLC  
 PFM Advisors

Year	Date	Intercept Amount	Accumulated Balance	Net Debt Service
	7/20	\$21,332.77	\$63,998.30	
	8/20	\$21,332.77	\$85,331.07	
	10/20	\$21,332.77	\$106,663.83	
	11/1	\$0.00	\$27,610.70	\$79,053.13
	11/20	\$21,332.77	\$48,943.47	
	12/20	\$21,332.77	\$70,276.23	
2020	1/1	\$0.00	\$69,222.06	\$1,054.17
	1/20	\$21,332.77	\$90,554.83	
	1/22	\$0.00	\$87,554.83	\$3,000.00
	2/20	\$21,332.77	\$108,887.60	
	3/19	\$0.00	\$106,387.60	\$2,500.00
	3/20	\$21,332.77	\$127,720.36	
	4/20	\$21,332.77	\$149,053.13	
	5/1	\$0.00	\$0.00	\$149,053.13
	5/20	\$21,378.45	\$21,378.45	
	6/20	\$21,378.45	\$42,756.90	
	7/20	\$21,378.45	\$64,135.34	
	8/20	\$21,378.45	\$85,513.79	
	10/20	\$21,378.45	\$106,892.24	
	11/1	\$0.00	\$80,070.36	\$76,821.88
	11/20	\$21,378.45	\$51,448.81	
	12/20	\$21,378.45	\$72,827.26	
2021	1/1	\$0.00	\$71,808.09	\$1,019.17
	1/20	\$21,378.45	\$93,186.54	
	1/22	\$0.00	\$90,186.54	\$3,000.00
	2/20	\$21,378.45	\$111,564.98	
	3/19	\$0.00	\$109,064.98	\$2,500.00
	3/20	\$21,378.45	\$130,443.43	
	4/20	\$21,378.45	\$151,821.88	
	5/1	\$0.00	\$0.00	\$151,821.88
	5/20	\$21,309.77	\$21,309.77	
	6/20	\$21,309.77	\$42,619.55	
	7/20	\$21,309.77	\$63,929.32	
	8/20	\$21,309.77	\$85,239.09	
	10/20	\$21,309.77	\$106,548.86	
	11/1	\$0.00	\$32,586.36	\$73,962.50
	11/20	\$21,309.77	\$53,896.14	
	12/20	\$21,309.77	\$75,205.91	
2022	1/1	\$0.00	\$74,223.41	\$982.50
	1/20	\$21,309.77	\$95,533.18	
	1/22	\$0.00	\$92,533.18	\$3,000.00
	2/20	\$21,309.77	\$113,842.95	
	3/19	\$0.00	\$111,342.95	\$2,500.00
	3/20	\$21,309.77	\$132,652.73	
	4/20	\$21,309.77	\$153,962.50	
	5/1	\$0.00	\$0.00	\$153,962.50
	5/20	\$21,660.76	\$21,660.76	
	6/20	\$21,660.76	\$43,321.51	
	7/20	\$21,660.76	\$64,982.27	
	8/20	\$21,660.76	\$86,643.03	
	10/20	\$21,660.76	\$108,303.79	



# The PFM Group

Public Financial Management, Inc.  
 PFM Asset Management, LLC  
 PFM Advisors

Year	Date	Intercept Amount	Accumulated Balance	Net Debt Service
	11/1	\$0.00	\$37,391.29	\$70,912.50
	11/20	\$21,660.76	\$59,052.04	
	12/20	\$21,660.76	\$80,712.80	
2023	1/1	\$0.00	\$79,769.47	\$943.33
	1/20	\$21,660.76	\$101,430.23	
	1/22	\$0.00	\$98,430.23	\$3,000.00
	2/20	\$21,660.76	\$120,090.99	
	3/19	\$0.00	\$117,590.99	\$2,500.00
	3/20	\$21,660.76	\$139,251.74	
	4/20	\$21,660.76	\$160,912.50	
	5/1	\$0.00	\$0.00	\$160,912.50
	5/20	\$21,487.50	\$21,487.50	
	6/20	\$21,487.50	\$42,975.00	
	7/20	\$21,487.50	\$64,462.50	
	8/20	\$21,487.50	\$85,950.00	
	10/20	\$21,487.50	\$107,437.50	
	11/1	\$0.00	\$39,956.25	\$67,481.25
	11/20	\$21,487.50	\$61,443.75	
	12/20	\$21,487.50	\$82,931.25	
2024	1/1	\$0.00	\$82,031.25	\$900.00
	1/20	\$21,487.50	\$103,518.75	
	1/22	\$0.00	\$100,518.75	\$3,000.00
	2/20	\$21,487.50	\$122,006.25	
	3/19	\$0.00	\$119,506.25	\$2,500.00
	3/20	\$21,487.50	\$140,993.75	
	4/20	\$21,487.50	\$162,481.25	
	5/1	\$0.00	\$0.00	\$162,481.25
	5/20	\$21,279.28	\$21,279.28	
	6/20	\$21,279.28	\$42,558.56	
	7/20	\$21,279.28	\$63,837.84	
	8/20	\$21,279.28	\$85,117.12	
	10/20	\$21,279.28	\$106,396.40	
	11/1	\$0.00	\$42,637.02	\$69,859.38
	11/20	\$21,279.28	\$63,816.31	
	12/20	\$21,279.28	\$85,095.59	
2025	1/1	\$0.00	\$84,242.26	\$853.33
	1/20	\$21,279.28	\$105,521.54	
	1/22	\$0.00	\$102,521.54	\$3,000.00
	2/20	\$21,279.28	\$123,800.82	
	3/19	\$0.00	\$121,300.82	\$2,500.00
	3/20	\$21,279.28	\$142,580.10	
	4/20	\$21,279.28	\$163,859.38	
	5/1	\$0.00	\$0.00	\$163,859.38
	5/20	\$21,490.72	\$21,490.72	
	6/20	\$21,490.72	\$42,981.44	
	7/20	\$21,490.72	\$64,472.16	
	8/20	\$21,490.72	\$85,962.88	
	10/20	\$21,490.72	\$107,453.60	
	11/1	\$0.00	\$47,406.72	\$60,046.88
	11/20	\$21,490.72	\$68,897.45	
	12/20	\$21,490.72	\$90,388.17	



# The PFM Group

Public Financial Management, Inc.  
 PFM Asset Management, LLC  
 PFM Advisors

Year	Date	Intercept Amount	Accumulated Balance	Net Debt Service
2026	1/1	\$0.00	\$89,584.00	\$804.17
	1/20	\$21,490.72	\$111,074.72	
	1/22	\$0.00	\$108,074.72	\$3,000.00
	2/20	\$21,490.72	\$129,565.44	
	3/19	\$0.00	\$127,065.44	\$2,500.00
	3/20	\$21,490.72	\$148,556.16	
	4/20	\$21,490.72	\$170,046.88	
	5/1	\$0.00	\$0.00	\$170,046.88
	5/20	\$21,632.46	\$21,632.46	
	6/20	\$21,632.46	\$43,264.93	
	7/20	\$21,632.46	\$64,897.39	
	8/20	\$21,632.46	\$86,529.85	
	10/20	\$21,632.46	\$108,162.31	
11/1	\$0.00	\$52,309.18	\$55,853.13	
11/20	\$21,632.46	\$73,941.65		
12/20	\$21,632.46	\$95,574.11		
2027	1/1	\$0.00	\$94,823.28	\$750.83
	1/20	\$21,632.46	\$116,455.74	
	1/22	\$0.00	\$113,455.74	\$3,000.00
	2/20	\$21,632.46	\$135,088.20	
	3/19	\$0.00	\$132,588.20	\$2,500.00
	3/20	\$21,632.46	\$154,220.67	
	4/20	\$21,632.46	\$175,853.13	
	5/1	\$0.00	\$0.00	\$175,853.13
	5/20	\$21,704.43	\$21,704.43	
	6/20	\$21,704.43	\$43,408.87	
	7/20	\$21,704.43	\$65,113.30	
	8/20	\$21,704.43	\$86,817.73	
	10/20	\$21,704.43	\$108,522.16	
11/1	\$0.00	\$57,244.03	\$51,278.13	
11/20	\$21,704.43	\$78,948.47		
12/20	\$21,704.43	\$100,652.90		
2028	1/1	\$0.00	\$99,960.40	\$692.50
	1/20	\$21,704.43	\$121,664.83	
	1/22	\$0.00	\$118,664.83	\$3,000.00
	2/20	\$21,704.43	\$140,369.26	
	3/19	\$0.00	\$137,869.26	\$2,500.00
	3/20	\$21,704.43	\$159,573.70	
	4/20	\$21,704.43	\$181,278.13	
	5/1	\$0.00	\$0.00	\$181,278.13
	5/20	\$21,252.08	\$21,252.08	
	6/20	\$21,252.08	\$42,504.17	
	7/20	\$21,252.08	\$63,756.25	
	8/20	\$21,252.08	\$85,008.34	
	10/20	\$21,252.08	\$106,260.42	
11/1	\$0.00	\$59,938.54	\$46,321.88	
11/20	\$21,252.08	\$81,190.63		
12/20	\$21,252.08	\$102,442.71		
2029	1/1	\$0.00	\$101,813.54	\$629.17
	1/20	\$21,252.08	\$123,065.63	
	1/22	\$0.00	\$120,065.63	\$3,000.00



# The PFM Group

Public Financial Management, Inc.  
 PFM Asset Management, LLC  
 PFM Advisors

Year	Date	Intercept Amount	Accumulated Balance	Net Debt Service
	2/20	\$21,252.08	\$141,317.71	
	3/19	\$0.00	\$138,817.71	\$2,500.00
	3/20	\$21,252.08	\$160,069.80	
	4/20	\$21,252.08	\$181,321.88	
	5/1	\$0.00	\$0.00	\$181,321.88
	5/20	\$21,673.86	\$21,673.86	
	6/20	\$21,673.86	\$43,347.73	
	7/20	\$21,673.86	\$65,021.59	
	8/20	\$21,673.86	\$86,695.45	
	10/20	\$21,673.86	\$108,369.32	
	11/1	\$0.00	\$67,194.32	\$41,175.00
	11/20	\$21,673.86	\$88,868.18	
	12/20	\$21,673.86	\$110,542.05	
2030	1/1	\$0.00	\$109,979.55	\$562.50
	1/20	\$21,673.86	\$131,653.41	
	1/22	\$0.00	\$128,653.41	\$3,000.00
	2/20	\$21,673.86	\$150,327.27	
	3/19	\$0.00	\$147,827.27	\$2,500.00
	3/20	\$21,673.86	\$169,501.14	
	4/20	\$21,673.86	\$191,175.00	
	5/1	\$0.00	\$0.00	\$191,175.00
	5/20	\$21,536.59	\$21,536.59	
	6/20	\$21,536.59	\$43,073.18	
	7/20	\$21,536.59	\$64,609.77	
	8/20	\$21,536.59	\$86,146.36	
	10/20	\$21,536.59	\$107,682.95	
	11/1	\$0.00	\$72,226.70	\$35,456.25
	11/20	\$21,536.59	\$93,763.30	
	12/20	\$21,536.59	\$115,299.89	
2031	1/1	\$0.00	\$114,809.89	\$490.00
	1/20	\$21,536.59	\$136,346.48	
	1/22	\$0.00	\$133,346.48	\$3,000.00
	2/20	\$21,536.59	\$154,883.07	
	3/19	\$0.00	\$152,383.07	\$2,500.00
	3/20	\$21,536.59	\$173,919.66	
	4/20	\$21,536.59	\$195,456.25	
	5/1	\$0.00	\$0.00	\$195,456.25
	5/20	\$21,329.47	\$21,329.47	
	6/20	\$21,329.47	\$42,658.94	
	7/20	\$21,329.47	\$63,988.41	
	8/20	\$21,329.47	\$85,317.88	
	10/20	\$21,329.47	\$106,647.35	
	11/1	\$0.00	\$77,291.10	\$29,356.25
	11/20	\$21,329.47	\$98,620.57	
	12/20	\$21,329.47	\$119,950.04	
2032	1/1	\$0.00	\$119,538.37	\$411.67
	1/20	\$21,329.47	\$140,867.84	
	1/22	\$0.00	\$137,867.84	\$3,000.00
	2/20	\$21,329.47	\$159,197.31	
	3/19	\$0.00	\$156,697.31	\$2,500.00
	3/20	\$21,329.47	\$178,026.78	



# The PFM Group

Public Financial Management, Inc.  
 PFM Asset Management, LLC  
 PFM Advisors

Year	Date	Intercept Amount	Accumulated Balance	Net Debt Service
	4/20	\$21,329.47	\$199,356.25	
	5/1	\$0.00	\$0.00	\$199,356.25
	5/20	\$21,507.12	\$21,507.12	
	6/20	\$21,507.12	\$43,014.24	
	7/20	\$21,507.12	\$64,521.36	
	8/20	\$21,507.12	\$86,028.48	
	10/20	\$21,507.12	\$107,535.60	
	11/1	\$0.00	\$84,660.60	\$22,875.00
	11/20	\$21,507.12	\$106,167.73	
	12/20	\$21,507.12	\$127,674.85	
2033	1/1	\$0.00	\$127,346.52	\$328.33
	1/20	\$21,507.12	\$148,853.64	
	1/22	\$0.00	\$145,853.64	\$3,000.00
	2/20	\$21,507.12	\$167,360.76	
	3/19	\$0.00	\$164,860.76	\$2,500.00
	3/20	\$21,507.12	\$186,367.88	
	4/20	\$21,507.12	\$207,875.00	
	5/1	\$0.00	\$0.00	\$207,875.00
	5/20	\$21,580.19	\$21,580.19	
	6/20	\$21,580.19	\$43,160.38	
	7/20	\$21,580.19	\$64,740.57	
	8/20	\$21,580.19	\$86,320.76	
	10/20	\$21,580.19	\$107,900.95	
	11/1	\$0.00	\$92,079.07	\$15,821.88
	11/20	\$21,580.19	\$113,659.26	
	12/20	\$21,580.19	\$135,239.45	
2034	1/1	\$0.00	\$135,001.12	\$238.33
	1/20	\$21,580.19	\$156,581.31	
	1/22	\$0.00	\$153,581.31	\$3,000.00
	2/20	\$21,580.19	\$175,161.50	
	3/19	\$0.00	\$172,661.50	\$2,500.00
	3/20	\$21,580.19	\$194,241.69	
	4/20	\$21,580.19	\$215,821.88	
	5/1	\$0.00	\$0.00	\$215,821.88
	5/20	\$21,551.86	\$21,551.86	
	6/20	\$21,551.86	\$43,103.71	
	7/20	\$21,551.86	\$64,655.57	
	8/20	\$21,551.86	\$86,207.43	
	10/20	\$21,551.86	\$107,759.28	
	11/1	\$0.00	\$99,562.40	\$8,196.88
	11/20	\$21,551.86	\$121,114.26	
	12/20	\$21,551.86	\$142,666.11	
2035	1/1	\$0.00	\$142,525.28	\$140.83
	1/20	\$21,551.86	\$164,077.14	
	1/22	\$0.00	\$161,077.14	\$3,000.00
	2/20	\$21,551.86	\$182,629.00	
	3/19	\$0.00	\$180,129.00	\$2,500.00
	3/20	\$21,551.86	\$201,680.85	
	4/20	\$21,551.86	\$223,232.71	
	5/1	\$0.00	\$35.83	\$223,196.88
	5/20	\$0.00	\$35.83	



# The PFM Group

Public Financial Management, Inc.  
PFM Asset Management, LLC  
PFM Advisors

Year	Date	Intercept Amount	Accumulated Balance	Net Debt Service
	6/20	\$0.00	\$35.83	
	7/20	\$0.00	\$35.83	
	8/20	\$0.00	\$35.83	
	10/20	\$0.00	\$35.83	
	11/1	\$0.00	\$35.83	
	11/20	\$0.00	\$35.83	
	12/20	\$0.00	\$35.83	
2036	1/1	\$0.00	\$0.00	\$35.83
		<u>\$5,749,292.38</u>		<u>\$5,749,292.38</u>

**EXHIBIT B  
TO  
FINANCING AGREEMENT**

**PROJECT DESCRIPTION**

The "Project" consists of the acquisition and renovation of an approximately 61,000 square foot existing elementary school facility (currently known as the Millbrook Christian Academy) located at 3662 Poinsettia SE, Grand Rapids, Michigan, including existing fixtures and improvements (the "Facility").

**EXHIBIT C  
TO  
FINANCING AGREEMENT**

**COSTS OF ISSUANCE REQUISITION CERTIFICATE**

TO: Wells Fargo Bank, N.A., Trustee, and  
Michigan Public Educational Facilities Authority

FROM: New Branches School (the "Academy")

RE: \$2,410,000 Michigan Public Educational Facilities Authority Limited Obligation  
Revenue Bonds (New Branches School Project), Series 2010

This represents Costs of Issuance Requisition Certificate No. 1 in the total amount of \$\_\_\_\_\_ to pay those costs of the Project detailed in the schedule attached.

The undersigned certifies that:

1. The expenditures for which moneys are requisitioned hereby represent proper charges against the Project Fund for the above-named Series 2010 Bonds, have not been included in a previous requisition and have been properly recorded on the Academy's books.
2. The moneys requisitioned hereby are not greater than those necessary to meet obligations due and payable or to reimburse the Academy for its funds actually advanced for the Costs of Issuance and/or Project Costs.
3. After payment of moneys hereby requested, there will remain in the Project Fund or otherwise available to the Academy sufficient funds available to complete the Project.

Executed this \_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

**NEW BRANCHES SCHOOL**

By: \_\_\_\_\_  
Authorized Academy Representative

**EXHIBIT D  
TO  
FINANCING AGREEMENT**

**REQUISITION CERTIFICATE**

TO: Wells Fargo Bank, N.A., Trustee, and  
Michigan Public Educational Facilities Authority

FROM: New Branches School (the "Academy")

RE: \$2,410,000 Michigan Public Educational Facilities Authority Limited Obligation  
Revenue Bonds (New Branches School Project), Series 2010

This represents Requisition Certificate No. \_\_\_ in the total amount of \$ \_\_\_\_\_ to pay those costs of the Project detailed in the schedule attached.

The undersigned certifies that:

1. The expenditures for which moneys are requisitioned hereby represent proper charges against the Project Fund for the above-named Bonds, have not been included in a previous requisition and have been properly recorded on the Academy's books.
2. The moneys requisitioned hereby are not greater than those necessary to meet obligations due and payable or to reimburse the Academy for its funds actually advanced for the costs of the Project.
3. After payment of moneys hereby requested, there will remain in the Project Fund or otherwise available to the Academy sufficient funds available to complete the Project.
4. Contemporaneously herewith, the Academy is submitting to the Trustee (i) a marked up mortgage title insurance commitment from a title insurance company satisfactory to the Trustee, naming the Trustee as lender, without standard exceptions, in the amount of the Series 2010 Bonds Project Fund disbursements to date, insuring the Mortgage as a first lien in all respects, subject only to Permitted Encumbrances (as defined therein), together with copies of all necessary sworn statements and lien waivers required by the title company, and (ii) evidence of payment of fees relating thereto.
5. Delivered herewith are copies of invoices or other appropriate documentation supporting the payments or reimbursements requested.
6. No Default or Event of Default under any of the Bond Documents has occurred and continues.

Capitalized terms used but not defined herein shall have the meanings given in the Financing Agreement and Indenture.

Executed this \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

**NEW BRANCHES SCHOOL**

By: \_\_\_\_\_  
Authorized Academy Representative

**EXHIBIT E  
TO  
FINANCING AGREEMENT  
COMPLETION CERTIFICATE**

TO: Wells Fargo Bank, N.A., Trustee, and  
Michigan Public Educational Facilities Authority

FROM: New Branches School (the "Academy")

RE: \$2,410,000 Michigan Public Educational Facilities Authority Limited Obligation  
Revenue Bonds (New Branches School Project), Series 2010

The undersigned does hereby certify:

1. The construction, if any, acquisition, equipping, refinancing and furnishing of the Project have been completed in accordance with the descriptions submitted to the Authority and in such manner as to conform with all requirements of the Agreement, as of the date of this Certificate (the "Completion Date"). All approvals and certificates necessary to the occupancy and use of the facilities comprising the Project as a public school academy have been received in writing and all conditions appertaining thereto have been met.

2. The Project costs have been paid in full except those not yet due and payable, or which are being contested, which are described below and for which sufficient moneys for payment thereof are being held in the Project Fund:

(a) Cost of the Project not yet due and payable:

<u>Description</u>	<u>Amount</u>
	\$ _____
	\$ _____
TOTAL	\$ _____

(b) Payments being contested:

<u>Description</u>	<u>Amount</u>
	\$ _____
	\$ _____
TOTAL	\$ _____

3. The moneys in the Project Fund in excess of the totals set forth in 2(a) and (b) above represent Surplus Bond Proceeds and the Trustee is hereby authorized and directed to transfer such moneys to the Bond Fund in accordance with Section 605 of this Agreement.

4. No event of default has occurred under the Agreement, nor has any event occurred which, with the giving of notice or lapse of time or both, shall become an event of default. Nothing has occurred to the knowledge of the Academy that would prevent the performance of its obligations under the Agreement.

This certificate is given without prejudice to any rights against third parties which exist at the date hereof or which may subsequently come into being.

Executed this \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

**NEW BRANCHES SCHOOL**

By: \_\_\_\_\_  
Authorized Academy Representative

**EXHIBIT F  
TO  
FINANCING AGREEMENT**

**FORM OF MUNICIPAL OBLIGATION**

No: R-1

\$ 2,410,000

**UNITED STATES OF AMERICA  
STATE OF MICHIGAN  
COUNTY OF KENT**

**NEW BRANCHES SCHOOL**

**SCHOOL BUILDING AND SITE BOND, SERIES 2010**

Registered Owner: MICHIGAN PUBLIC EDUCATIONAL FACILITIES AUTHORITY (the "Authority")

Principal Amount: Two Million Four Hundred Ten Thousand Dollars (\$2,410,000)

New Branches School, a public school academy (the "Issuer"), for value received, hereby promises to pay to the Registered Owner specified above or its assigns, the Principal Amount specified above at the times and in the amounts specified on the Schedule of Bond Payments, which schedule is attached as Exhibit A to the Financing Agreement, dated as of March 1, 2010 (the "Financing Agreement") between the Michigan Public Educational Facilities Authority and the Issuer (a copy of which Exhibit A is attached hereto) unless prepaid according to the terms and conditions of the Financing Agreement and the Trust Indenture between the Michigan Public Educational Facilities Authority and Wells Fargo Bank, N.A., dated as of March 1, 2010 (the "Trust Indenture"). Interest shall be computed and paid as provided in the Financing Agreement and the Trust Indenture.

This bond is issued pursuant to and in full compliance with the Constitution and laws of the State of Michigan (the "State"), particularly Act 451, Michigan Public Acts, 1976, as amended ("Act No. 451") and Act 34, Michigan Public Acts, 2001, as amended, and is authorized by a resolution of the board of directors of the Issuer adopted December 14, 2009, for the purpose of financing, on behalf of the Issuer, (1) the acquisition and renovation (including existing fixtures and improvements) of an approximately 61,000 square foot existing elementary school facility located at 3662 Poinsettia SE, Grand Rapids, Michigan to be occupied by the Issuer for use as a public school academy; and (2) the funding of costs of issuance and other financing costs related to the Authority's Bonds (collectively, the "Project") (as defined herein).

FINANCING AGREEMENT – NEW BRANCHES SCHOOL

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This bond and the interest hereon are general obligations of the Issuer and are payable as a first budget obligation from any funds of the Issuer available therefor, and for the prompt payment of the principal of and interest on this bond, the full faith and credit of the Issuer is irrevocably hereby pledged. Pursuant to the Financing Agreement and the State Aid Agreement, dated as of March 1, 2010, between the Issuer, the Authority, the Central Michigan University Board of Trustees, as the authorizing body of the Issuer, and the Treasurer of the State of Michigan, the Issuer has irrevocably pledged its state aid as security for the payment of this bond. The Issuer covenants to annually make an irrevocable appropriation of a sufficient amount of the Pledged State Aid, as that term is defined in the Financing Agreement, for the payment of the principal of this bond, together with the interest hereon.

NO MORE THAN TWENTY PERCENT (20%) OF THE STATE SCHOOL AID RECEIVED BY THE ISSUER IN EACH FISCAL YEAR MAY BE LEGALLY AVAILABLE TO PAY SCHEDULED PRINCIPAL AND INTEREST ON THE BOND. THIS BOND DOES NOT CONSTITUTE AN OBLIGATION, EITHER GENERAL, SPECIAL, OR MORAL, OF THE STATE OF MICHIGAN, CENTRAL MICHIGAN UNIVERSITY (THE AUTHORIZING BODY OF THE ISSUER), OR ANY OTHER POLITICAL SUBDIVISION OF THE STATE, AND NEITHER THE FULL FAITH AND CREDIT NOR ANY TAXING POWERS OF THE STATE, CENTRAL MICHIGAN UNIVERSITY OR ANY OTHER POLITICAL SUBDIVISION OF THE STATE ARE PLEDGED TO THE PAYMENT OF PRINCIPAL AND INTEREST WITH RESPECT TO THIS BOND. THE ISSUER HAS NO TAXING POWER.

Pursuant to the Financing Agreement, by purchasing this bond, the Authority is loaning the Issuer the proceeds received from the sale of the Authority's \$2,410,000 aggregate principal amount of Limited Obligation Revenue Bonds (New Branches School Project), Series 2010, dated the date of their initial delivery to the original purchasers thereof (the "Authority Bonds"), to fund the Project. The Issuer has agreed to repay such loan at the times and in the amounts sufficient for the Authority to make the payment of the principal of and redemption premium, if any, and interest on the Authority Bonds as and when due and as initially set forth on Schedule of Bond Payments attached hereto as Exhibit A and as may be modified from time to time in accordance with the provisions of the Financing Agreement. The Authority Bonds are being issued concurrently with the execution and delivery of this bond, pursuant to, and are secured by, the Trust Indenture. Bond payments may only be prepaid by the Issuer as provided in the Financing Agreement. The Issuer has reserved the right to issue additional obligations of equal standing with this bond as to the Security (as defined in the Trust Indenture), subject to the limitations provided by law and subject to the limitations set forth in the Financing Agreement.

It is hereby certified and recited that all acts, conditions and things required by law, precedent to and in the issuance of this note have been done, exist and have happened in regular and due time and form as required by law, and that the total indebtedness of the Issuer, including this bond, does not exceed any constitutional or statutory limitation.

This bond is issued under and is subject to the terms and conditions of the Financing Agreement.

This bond is to be construed according to the laws of the State of Michigan.

IN WITNESS WHEREOF, the Issuer, by its Board of Directors, has caused this bond to be executed in its name by its duly authorized officer as of the 19<sup>th</sup> day of March, 2010.

**NEW BRANCHES SCHOOL**

By: \_\_\_\_\_

Roger Ross

Its: President

## FUTURE ADVANCE MORTGAGE

THIS AMENDED AND RESTATED FUTURE ADVANCE MORTGAGE (the "Mortgage") is made as of March 1, 2010 by NEW BRANCHES SCHOOL, a Michigan nonprofit corporation and public school academy, of 256 Alger S.E., Grand Rapids, Michigan (the "Mortgagor") in favor of WELLS FARGO BANK, N.A., a national banking association (the "Mortgagee" or the "Trustee"), of Indianapolis, Indiana, as Trustee under that certain Trust Indenture (the "Indenture") dated as of March 1, 2010 between the Michigan Public Educational Facilities Authority (the "Authority") and the Trustee relating to the issuance of the Authority's Limited Obligation Revenue Bonds (New Branches School Project), Series 2010 (the "Bonds").

### W I T N E S S E T H :

WHEREAS, the Mortgagor has issued its School Building and Site Bonds, Series 2010 (the "Municipal Obligation") to the Authority, and the Academy and the Authority are entering into a Financing Agreement dated as of February 1, 2010 (the "Financing Agreement");

WHEREAS, the Academy desires that the Authority acquire its Municipal Obligation with the proceeds of the Bonds issued by the Authority in the aggregate principal amount of \$2,410,000 pursuant to the terms of the Indenture so that the Academy can acquire, subject to mortgage, the property described herein and remodel, furnish and equip thereon the Project as defined in the Financing Agreement.

WHEREAS, the Mortgagor and the Authority are entering into the Financing Agreement for the purpose of financing the Academy's purchase, remodeling, furnishing and equipping of the premises with the proceeds of the Bonds;

WHEREAS, it is a condition precedent to the issuance of the Bonds that the Mortgagor mortgage the premises to secure the Academy's obligations under the Municipal Obligation and the Financing Agreement and thereby secure the repayment of the Bonds, thereby enabling the Academy to finance the acquisition, remodeling, furnishing and of the premises subject to this Mortgage in accordance with the requirements of Section 504a of Act 451 of Michigan Public Acts of 1976, as amended, MCLA 380.504a;

WHEREAS, the Mortgagor desires that the Academy repay in full its indebtedness under the Municipal Obligation and the Financing Agreement and has determined that it is in the Mortgagor's best interests to enter into this Mortgage in order to facilitate the issuance of the Bonds and payment of the Academy's obligations to the Mortgagor;

FOR VALUE RECEIVED, Mortgagor mortgages and warrants to Trustee land located in the City of Grand Rapids, County of Kent, State of Michigan, described in attached Exhibit A and (a) all buildings, structures and other improvements now or in the future located on the land and all easements, hereditaments and appurtenances now or in the future belonging to the land, (b) all fixtures now or in the future attached to or used in connection with the land, (c) all equipment (including, without limitation, all machinery, engines, boilers, elevators and plumbing, heating, air conditioning and ventilating equipment) now or in the future located on the land, all of which equipment shall be considered to be fixtures and a part of the realty, (d) all rents, income and profits arising from the land or from the buildings, structures, other improvements, fixtures and equipment now or in the future located on the land, and (e) all rights to make divisions of the land that are exempt from the platting requirements of the Michigan Land Division Act, as it shall be amended. In this Mortgage, the above-described land, buildings, structures, improvements, easements, hereditaments, appurtenances, fixtures and equipment are collectively called the "premises."

THIS MORTGAGE SECURES PAYMENT AND PERFORMANCE OF ALL the following: (collectively referred to in this Mortgage as the "Secured Obligations"):

(a) The payment of the principal sum of Two Million Four Hundred Ten Thousand and No/100 Dollars (\$2,410,000), together with interest thereon, whether presently outstanding or advanced in the future, under or on account of the Municipal Obligation and the Financing Agreement, including the obligation of the Academy to make Bond or Scheduled Installment Payments and Additional Payments to the Trustee under the Financing Agreement and any extensions, renewals, modifications, or replacements thereof;

(b) The payment of the principal of, redemption premium, if any, and interest on the Bonds;

(c) The payment and performance by the Academy of the covenants and provisions under this Mortgage, the Financing Agreement and other documents to be delivered by Mortgagor in connection with the issuance of the Bonds, including but not limited to, the Trust Indenture between the Trustee and the Authority; and the State Aid Agreement by and among the Academy, the State Treasurer of the State of Michigan and the Trustee and acknowledged by the Central Michigan University Board of Trustees, all dated as of March 1, 2010 and the Municipal Obligation dated March 19, 2010 (the "Collateral Documents") and any monies expended by Mortgagee in connection therewith.

(d) All obligations to perform or forbear from performing acts, all agreements, instruments and documents evidencing, guarantying, securing or otherwise executed in connection with any of the foregoing, together with any amendments, modifications, and restatements thereof, and all expenses and attorneys' fees incurred or other sums disbursed by Mortgagee under this Mortgage or any other document, instrument or agreement related to any of the foregoing.

The indebtedness and obligations secured by this Mortgage are collectively referred to in this mortgage as the "Secured Obligations."

FUTURE ADVANCE MORTGAGE

If Trustee assigns this Mortgage and the indebtedness that is secured by it at the time of the assignment, then from and after the assignment, each reference in this Mortgage to Trustee shall be considered to refer to the assignee.

This Mortgage is a "future advance mortgage" within the meaning of Act No. 348 of Michigan Public Acts of 1990, MCL 565.901 *et seq.*, as amended from time to time. All future advances under the Financing Agreement shall have the same priority as if the future advance was made on date that this Mortgage was recorded.

Mortgagor further warrants, represents and agrees as follows:

**1. Payment of Secured Obligations.** Mortgagor and/or the Academy, as the case may be, agrees to pay or perform all of the Secured Obligations now or in the future, including all interest on it, in accordance with the terms of the instruments, documents or agreements evidencing it (the "Instruments").

**2. Warranties.** At the time of the execution and delivery of this Mortgage, Mortgagor is well and truly seized of the premises in fee simple, free of all easements, liens and encumbrances whatever, except those identified on Exhibit B attached hereto ("Permitted Liens") and as consented to in writing by the Trustee, and Mortgagor will forever warrant and defend the same against any and all other claims whatever, and the lien created hereby is and will be kept as a first lien upon the premises and every part thereof. Mortgagor further warrants and represents to Trustee that all financial statements and other information concerning Mortgagor, the premises, any guarantor of any of the Secured Obligations and any person obligated on any of the Secured Obligations, that have been or in the future are furnished to Trustee, are and shall be true and correct in all material respects; that the execution, delivery and performance of this Mortgage by Mortgagor will not violate any law, rule, judgment, order, agreement or instrument binding upon Mortgagor and will not require the approval of any public authority or any third party, other than any such approvals that have been previously obtained; and that this Mortgage is the valid and binding obligation of Mortgagor, enforceable in accordance with its terms. If Mortgagor is a corporation, partnership, association, trust or other entity, Mortgagor further represents and warrants to Trustee that Mortgagor is duly organized and validly existing in good standing in the State of Michigan or other jurisdiction indicated in the first paragraph of this Mortgage; that Mortgagor has full power and authority to carry on its business as presently conducted and to enter into and perform its obligations under this Mortgage; that the execution, delivery and performance of this Mortgage by Mortgagor have been duly authorized by all necessary action of its board of directors, trustees, partners or other governing body and will not violate Mortgagor's articles or certificate of incorporation, bylaws, partnership agreement, articles of association, trust agreement or other governing instrument.

**3. Assignment of Interest as Lessee or Purchaser.** Mortgagor assigns and mortgages to Trustee, as additional security for the Secured Obligations, all of Mortgagor's right, title and interest in and to any and all leases, land contracts or other agreements by which any part or all of the premises are being leased or purchased, including all modifications, renewals and extensions, and all of Mortgagor's rights in and to any purchase options contained in each lease or other agreement. Mortgagor will pay or cause to be paid each installment of rent or of

principal or interest required to be paid by the lessee or buyer under each lease, land contract or other agreement, as and when it shall become due and payable, whether by acceleration or otherwise. Mortgagor will pay and perform, or cause to be paid and performed, all other obligations of the lessee or buyer under each lease, land contract or other agreement. If Mortgagor shall default in the payment of any such installment of rent or of principal or interest or in the payment or performance of any other obligation under any lease, land contract or other agreement, then Trustee shall have the right, but shall have no obligation, after giving notice to Mortgagor, to pay the installment or installments, to pay or perform the other obligation on behalf of Mortgagor, and to exercise any rights of Mortgagor under the lease, land contract or other agreement, including any purchase option. All sums expended by Trustee in doing so shall become part of the Secured Obligations, payable by Mortgagor to Trustee upon demand, together with interest at the lesser of (a) three percent above the rate of interest announced from time to time by Trustee as its "prime" rate of interest, or (b) the highest rate to which Mortgagor could lawfully agree in writing (the "Default Rate"). On receipt by Trustee from the lessor or seller under a lease, land contract or other agreement of any written notice of default by the lessee or buyer, Trustee may rely on the notice and take any action to cure the default even though the existence or nature of the default is questioned or denied by Mortgagor.

**4. Assignment of Leases and Contracts.** Mortgagor assigns and mortgages to Trustee, and grants to Trustee a security interest in, as additional security for the Secured Obligations, all of Mortgagor's right, title and interest in and to all existing and future oral or written leases of all or any part of the premises or of any interest in them and all existing and future land contracts or other agreements by which the premises or any interest in them is being or shall be sold, together with all rents and profits arising from, and all other proceeds of, those leases, land contracts or other agreements. Without the written consent of Trustee, Mortgagor will not cancel, accept a surrender of, modify, consent to an assignment of the lessee's interest under, or make any other assignment or other disposition of, any lease, land contract or other agreement or of any interest of Mortgagor in it and will not collect or accept any payment of rent or of principal or interest or any other amount more than one month before it is due and payable. Mortgagor will pay and perform all obligations and covenants required of it by the terms of each lease, land contract or other agreement. If Mortgagor shall default in the payment or performance of any obligation or covenant, then Trustee shall have the right, but shall have no obligation, to pay or perform it on behalf of Mortgagor, and all sums expended by Trustee in doing so shall be payable by Mortgagor to Trustee upon demand, together with interest at the Default Rate. Neither this paragraph nor Paragraph 11 of this Mortgage implies that Trustee consents to the sale, lease or transfer of the premises or any interest in them.

**5. Minerals.** Mortgagor assigns and mortgages to Trustee, and grants to Trustee a security interest in, as additional security for the Secured Obligations, all of Mortgagor's right, title and interest in and to (a) all oil, gas and other minerals located in, on or under the premises, (b) all oil, gas or mineral leases, royalty agreements and other contracts that have been or in the future are entered into with respect to the premises or with respect to any oil, gas or other minerals located in, on or under the premises (the "Mineral Leases"), and (c) all rents, profits, royalties and income at any time arising from the Leases or from the sale of oil, gas or other minerals located in, on or under the premises. Upon the occurrence of an event of default as

defined in Paragraph 16 of this Mortgage, Trustee shall be entitled to the present and full possession, receipt and use of and right to such oil, gas, other minerals, Mineral Leases, rents, profits, royalties and income, for application to the Secured Obligations in any manner that Trustee in its sole discretion shall determine.

**6. Taxes.** Mortgagor will pay, or cause to be paid, before they become delinquent, all taxes, assessments, and other similar charges levied upon or with respect to the premises and will promptly deliver to Trustee satisfactory evidence of payment of them. Upon and during the continuance of an Event of Default, Mortgagor will pay to Trustee periodically, on each date that Trustee shall designate, an amount equal to (a) the amount that Trustee from time to time estimates will be sufficient to permit Trustee to pay each annual tax, assessment and any other similar charge levied upon or with respect to the premises, at least thirty (30) days before it is due and payable, divided by (b) the number of payments by Mortgagor that will occur between (i) the date of Trustee's request, the date of any new estimate by Trustee of the amount of the annual tax, assessment or other charge or the date when Trustee last paid the tax, assessment or other charge on behalf of Mortgagor (whichever date is applicable), and (ii) the thirtieth day before the tax, assessment or other charge will be due and payable. Upon demand by Trustee, Mortgagor will pay to Trustee any additional sums that are necessary to make up any deficiency in the amount necessary to enable Trustee to pay fully those taxes, assessments and other similar charges when due. All sums that Mortgagor pays to Trustee under this paragraph may be commingled with the general funds of Trustee, and no interest shall be payable to Mortgagor with respect to them. If an event of default, as defined in Paragraph 16 of this Mortgage occurs, then Trustee may apply any funds of Mortgagor it then holds under this paragraph against the Secured Obligations, in any manner that Trustee shall determine.

**7. Insurance.** Mortgagor will cause all buildings, improvements, other insurable parts of the premises and rents and other income from the premises to be insured against loss or damage by fire, by hazards included within extended coverage and by other risks that Trustee from time to time may require, in amounts and with insurers that are acceptable to Trustee, and Mortgagor shall cause all premiums on the insurance to be paid when due. Trustee shall not, however, require hazard insurance covering any building or buildings that are part of the premises to be in an amount greater than the replacement cost of the building or buildings. Within forty-five (45) days after Trustee notifies Mortgagor that the premises are located in a special flood hazard area but are not covered by flood insurance in the amount required by applicable law (including, without limitation, the Federal Flood Insurance Act of 1968, as amended), Mortgagor shall obtain and at all times maintain in effect the required insurance. Each policy evidencing insurance required by this paragraph shall provide that loss shall be payable to Trustee as its interest shall appear at the time of the loss, shall contain a standard mortgage clause, shall be in form and substance acceptable to Trustee and shall be delivered to Trustee. Each policy shall provide that the insurer shall give Trustee at least thirty (30) days prior written notice of any cancellation of or any material change in the insurance. Each renewal of each policy shall be delivered to Trustee at least ten (10) days before the expiration date of the policy. Upon foreclosure of this Mortgage or other transfer of the premises in satisfaction of the Secured Obligations, all rights, title and interest of Mortgagor in and to any insurance policies then in force, including the right to any premium refund, shall vest in the purchaser or grantee. If there

shall occur any destruction of or damage to the premises, Mortgagor shall give immediate notice to Trustee, and Trustee shall have the right to make proof of the loss or damage, if Mortgagor does not promptly do so. Trustee is authorized to settle, adjust or compromise any claims for loss or damage under any insurance policy. Mortgagor shall immediately endorse and deliver to Trustee all proceeds of any policy. So long as no Event of Default exists, the proceeds may be used to repair and/or rebuild the improvements on the premises in accordance with reasonable procedures established by Trustee. Trustee may require Mortgagor to pay a reasonable fee to Trustee for determining whether the premises are located in a special flood hazard area, if either (i) Trustee undertook the determination because of a revision of floodplain areas or (ii) Trustee purchased required flood insurance, under Paragraph 9 of this Mortgage, after Mortgagor failed to purchase the required insurance following Trustee's notification to Mortgagor that Mortgagor was required to do so.

**8. Maintenance and Repair.** Mortgagor will maintain the premises in good condition and repair; will not commit or suffer any waste of the premises; will not remove, demolish or substantially alter any building or fixture on the premises without the prior written consent of Trustee; will cause to be complied with all laws, ordinances, regulations and requirements of any governmental authority applicable to the premises or to activities on the premises; will promptly repair, restore, replace or rebuild any part of the premises that is damaged or destroyed by any casualty; and will promptly pay when due all charges for utilities and other services to the premises.

**9. Trustee's Right to Perform; Receiver.** If Mortgagor shall default in the performance of any obligation of Mortgagor under this Mortgage (including, without limitation, its obligations to keep the premises in good condition and repair, to pay taxes and assessments and to obtain and maintain insurance), then Trustee shall have the right, but shall have no obligation, to perform, or cause to be performed, the obligation, and all sums expended by Trustee in doing so shall become part of the Secured Obligations, payable by Mortgagor to Trustee upon demand, together with interest at the Default Rate. Trustee and any persons authorized by Trustee shall have the right to enter upon the premises at all reasonable times for the purpose of inspecting the premises or effecting maintenance or repairs or taking any other action under the preceding sentence. The failure of Mortgagor to pay any taxes, assessments or similar charges upon the premises when due or to obtain and maintain required insurance shall constitute waste and shall entitle Trustee to the appointment by a court of competent jurisdiction of a receiver of the premises for the purpose of preventing the waste. The receiver, subject to the order of the court, may collect the rents and income from the premises and exercise control over the premises as the court shall order. Any payment or performance by Trustee, under Paragraph 3 or Paragraph 4 of this Mortgage, of an obligation that Mortgagor has failed to perform under a lease, land contract or other agreement, and any exercise by Trustee of any right, remedy or option under a lease, land contract or other agreement, shall not be considered an assumption by Trustee of the lease, land contract or other agreement or of any obligation or liability under it.

**10. Condemnation.** If all or any part of the premises are taken, whether temporarily or permanently, under power of eminent domain or by condemnation, the entire proceeds of the award or other payment for the taking shall be applied as set forth in the Indenture.

**11. Sale or Transfer.** If there shall be a sale or transfer, by operation of law or otherwise, of all or any part of the premises, Trustee may deal with the buyer or transferee with respect to this Mortgage and the Secured Obligations as fully and to the same extent as it might with Mortgagor, without in any way releasing, discharging or affecting the liability of Mortgagor under this Mortgage and upon the Secured Obligations, and without waiving Trustee's right to accelerate payment of the Secured Obligations, under Paragraph 16 of this Mortgage, by reason of the sale or transfer, unless expressly agreed to by Trustee in writing.

**12. Property Information.** During any period when any part of the premises is leased, Mortgagor shall promptly furnish to Trustee, upon Trustee's request from time to time, (a) copies of all leases then in effect with respect to all or any part of the premises, including all amendments, (b) a written schedule that shows for each tenant the tenant's name, the current rental rate (including any percentage rent), any rental or leasing concessions, the units or area leased and the lease expiration date, (c) a description of any parts of the premises that are not then leased, (d) detailed financial statements relating to the premises, prepared in accordance with practices generally used for public school accounting in the state of Michigan, for the periods and as of the dates that Trustee shall require, which statements shall show, without limitation, all income and expenses, capital expenditures, tenant improvements, leasing commissions, and all indebtedness secured by mortgages or liens upon the premises, and (e) any additional information concerning the premises and the leasing of them that Trustee shall request. Trustee shall have the right at any reasonable time (whether or not any part of the premises is then being leased) to inspect and make copies of Mortgagor's records concerning the premises and any lease of or other transaction or matter concerning the premises.

**13. No Secondary Financing.** The Mortgagor will not, without the prior written consent of Trustee, mortgage or pledge the premises or any part thereof as security for any other loans obtained by the Mortgagor. If any such mortgage or pledge is entered into without the prior written consent of Trustee, the entire indebtedness secured hereby may, at the option of Trustee, be declared immediately due and payable without notice. Further, the Mortgagor also shall pay any and all other obligations, liabilities or debts which may become liens, security interests, or encumbrances upon or charges against the premises for any repairs or improvements that are now or may hereafter be made thereon, and shall not, without Trustee's prior written consent, permit any lien, security interest, encumbrance or charge of any kind to accrue and remain outstanding against the premises or any part thereof, or any improvements thereon, irrespective of whether such lien, security interest, encumbrance or charge is junior to the lien of this Mortgage.

**14. Environmental and Access Law Warranties and Agreements.** Mortgagor warrants and represents to Trustee, and agrees, as follows:

(a) Mortgagor, the property and all activities of Mortgagor and all other persons on the property are and shall continue to be in compliance with all environmental laws and all access laws. Trustee acknowledges receipt of a Phase I Environmental Site Assessment dated December 9, 2009 and a Phase II Environmental Site Assessment dated December 16, 2009 relating to the Property (each the "2009 Environmental Reports"). Based solely on the 2009 Environmental Reports delivered to the Trustee in connection with the Financing Agreement, the

property is not a site or source of environmental contamination other than as described therein. The property shall not become a site or source of environmental contamination, other than as described therein. Except as expressly disclosed by Mortgagor to Trustee in the 2009 Environmental Reports, (i) no asbestos or polychlorinated biphenyls are present on or contained in the property, and (ii) other than as disclosed in the Phase I, the property does not contain, and to the knowledge of Mortgagor based on the above referenced 2009 Environmental Reports does not contain an underground storage tank.

(b) In this Mortgage, (i) “environmental law” means at any time any applicable federal, state, local or foreign law (including common law), ordinance, rule, regulation, permit, order or other legally binding requirement that then (A) regulates the quality of air, water, soil or other environmental media, (B) regulates the generation, management, transportation, treatment, storage, recycling or disposal of any wastes, (C) protects public health, occupational safety and health, natural resources or the environment, or (D) establishes liability for the investigation, removal or remediation of, or harm caused by, environmental contamination; (ii) “hazardous substance” means at any time any substance or waste that is then subject to or regulated by any environmental law, (iii) “environmental contamination” means the presence of a hazardous substance in or on, or the release, discharge or emission of a hazardous substance from, the property in excess of any limit or criterion established or issued under any environmental law, and (iv) “access law” means at any time any applicable law, ordinance, rule, regulation or order that then regulates the accessibility of property to disabled persons, including, but not limited to, the federal Americans With Disabilities Act, as amended.

**15. Access to Property.** Trustee and any persons authorized by Trustee shall have the right, after notice, to enter upon the property at all reasonable times, subject to the provisions of any lease approved by Trustee, for the purpose of (i) appraising the property, (ii) investigating (including, without limitation, sampling soil, water and air) whether the property and activities upon it are in compliance with environmental laws and access laws and whether the property is a site or source of environmental contamination or (iii) removing or remediating any environmental contamination. Without limiting the foregoing, Trustee shall have the right to conduct and submit to appropriate governmental agencies a “baseline environmental assessment” of the property within the meaning of Section 20101 of the Michigan Natural Resources and Environmental Protection Act, MCL 324.20101, as it shall be amended from time to time. If, at the time of appraisal, investigation, assessment, removal, remediation or the submission of the baseline environmental assessment, there shall have occurred and be continuing an event of default, as defined in Paragraph 16 of this Mortgage, then Mortgagor shall reimburse Trustee on demand for all costs and expenses of the appraisal, investigation, assessment, removal, remediation or baseline environmental assessment, together with interest at the Default Rate. Mortgagor shall execute any consultant contract, waste manifest, notice and other documents that Trustee requests to enable Trustee to take or conduct any action or activity contemplated by this paragraph, if Mortgagor is given a reasonable opportunity to negotiate the terms of the contract, manifest, notice or other document.

**16. Events of Default and Acceleration.** Upon the occurrence of any Events of Default as defined in the Indenture or the Financing Agreement, all or any part of the Secured Obligations shall, at the option of Trustee, become immediately due and payable without notice or demand.

**17. Remedies.** Trustee shall have all rights and remedies given by this Mortgage or otherwise permitted by law. In addition, if the Secured Obligations shall not be paid at maturity, Trustee shall have the right and is hereby authorized:

(a) To collect and receive all rents, profits and other amounts that are due or shall later become due under the terms of any leases, land contracts or other agreements, now or in the future in effect, by which the premises or any interest in them are then being sold or leased or under any Mineral Lease, and to exercise any other right or remedy of Mortgagor under any lease, land contract, other agreement or Mineral Lease; but Trustee shall have no obligation to make any demand or inquiry as to the nature or sufficiency of any payment received or to present or file any claim or take any other action to collect or enforce the payment of any amounts to which Trustee may become entitled, and Trustee shall not be liable for any of Mortgagor's obligations under any lease, land contract or other agreement.

(b) To obtain or update abstracts of title, title searches, title insurance and surveys with respect to the premises, and Mortgagor shall reimburse Trustee for all costs of doing so, together with interest at the Default Rate.

(c) To foreclose this Mortgage by action under applicable law.

(d) To sell, release and convey the premises at public sale, and to sign and deliver to the purchasers at the sale good and sufficient deeds of conveyance, paying any surplus funds, after payment of the Secured Obligations in full and the expenses of the sale, including attorney fees as provided by law, to Mortgagor, all in accordance with Chapter 32 of the Michigan Revised Judicature Act, as it may be amended from time to time, and any similar statutory provisions that may later be enacted in addition to Chapter 32 or in substitution for it. The premises may, at the option of Trustee, be sold in one parcel.

(e) To exercise any and all rights and options under any lease, land contract or other agreement by which any part or all of the premises are then being leased or purchased, including any option to purchase the premises or to renew or extend the term of any lease, land contract or other agreement, but Trustee shall have no obligation to exercise any right or option.

All rights and remedies of Trustee under this Mortgage, whether or not exercisable only on default, shall be cumulative and may be exercised from time to time, and no delay by Trustee in the exercise of any right or remedy shall be a waiver of it, and no single or partial exercise of any right or remedy shall prevent other or further exercise of it or the exercise of any other right or remedy, except to the extent otherwise provided by law. In this Mortgage, "Maturity" means the time when the Secured Obligations shall be or shall become due and payable, whether by the terms of the Instruments or pursuant to Paragraph 16 of this Mortgage or otherwise.

Notwithstanding anything contained herein or in the Indenture to the contrary, before taking any action under this Section 17, the Trustee may require that a satisfactory indemnity bond, indemnity or environmental impairment insurance be furnished to it for the payment or reimbursement of all expenses to which it may be put and to protect it against all liability resulting from any claims, judgments, demands, damages, losses, penalties, fines, fees, costs, liabilities (including strict liability) and expenses which may result from such action. The Trustee shall also be entitled to receive the environmental audit described in Section 6.03 of the Indenture as a condition precedent to taking any action under Section 17.

**18. Security Interest In Fixtures.** Mortgagor grants to Trustee a security interest in all fixtures now or in the future located on the premises. If the Secured Obligations is not paid at maturity, Trustee, at its option, may enforce this security interest in fixtures under the Michigan Uniform Commercial Code or other applicable law or may include fixtures in any foreclosure of this Mortgage under Paragraph 17 of this Mortgage. Any requirement of reasonable notice with respect to any sale or other disposition of fixtures shall be met if Trustee sends the notice at least five (5) days before the date of sale or other disposition.

**19. Indemnification.** Mortgagor shall, to the extent permitted by law, indemnify and hold harmless Trustee with respect to any and all claims, demands, causes of action, liabilities, damages, losses, judgments and expenses (including attorneys' fees) that shall be asserted against or incurred by Trustee by reason of (a) any representation or warranty by Mortgagor in this Mortgage being inaccurate in any respect, (b) any failure of Mortgagor to perform any of Mortgagor's obligations under this Mortgage, or (c) any past, present or future condition or use of the premises (whether known or unknown), other than an excluded condition or use, including, but not limited to, liabilities arising under any "environmental law," as defined in Paragraph 14 of this Mortgage. An "excluded condition or use" is one that both (i) does not exist or occur, to any extent, at any time before Mortgagor has permanently given up possession and control of the premises by reason of a foreclosure of this Mortgage or Trustee's acceptance of a conveyance of the premises to Trustee in lieu of foreclosure and (ii) was not caused or permitted to exist, in whole or part, by any act or omission of Mortgagor. Indemnification by Mortgagor under this paragraph shall not limit any other right or remedy (including Trustee's right to accelerate payment of the Secured Obligations) that is available to Trustee by reason of the circumstance it respect of which indemnity is made. Mortgagor's obligations under this paragraph shall survive foreclosure of this Mortgage and any conveyance of the premises in lieu of foreclosure.

**20. Waivers.**

(a) Mortgagor and any other person who in the future obtains a mortgage or lien upon, or any other interest in, the premises waives, with respect to any foreclosure of this Mortgage, (i) any right to marshaling of the premises and any right to require a minimum bid or "upset" price, and (ii) the benefit of any stay, extension, exemption or moratorium law, now existing or later enacted.

(b) Trustee may at any time release all or any part of the premises from the lien of this Mortgage or release the liability of any person for the Secured Obligations, with or

without consideration and without giving notice to, or obtaining the consent of, the holder of any mortgage or lien upon, or other interest in, the premises. A release shall not impair or affect the validity or priority of this Mortgage, regardless of the effect of the release upon the mortgage, lien or other interest or the holder of it. This subparagraph does not imply that Trustee consents to the placing of a mortgage, lien or other encumbrance on the premises.

(c) Mortgagor (i) waives notice of any advances or other extensions of credit included in the Secured Obligations, (ii) waives any right to require Trustee to sue upon or otherwise enforce payment of the Secured Obligations or to enforce any security for it before exercising its rights and remedies under this Mortgage, and (iii) agrees that the validity and enforceability of this Mortgage shall not be impaired or affected by any failure of Trustee to obtain or perfect, or to secure priority of, any other security at any time given, or agreed to be given, by any person for the Secured Obligations.

(d) Trustee is authorized, from time to time and without notice to or consent of Mortgagor and with or without consideration, to give and make any extensions, renewals, modifications, waivers, settlements and compromises, on such terms and conditions as Trustee may see fit, with regard to any of the Secured Obligations at any time owing by a third-party obligor or with regard to any security for the Secured Obligations that is not owned by Mortgagor. Any of these actions shall not impair or affect the validity or enforceability of this Mortgage.

**21. Expenses.** Mortgagor shall pay to Trustee on demand all expenses, including attorney fees and legal expenses, paid or incurred by Trustee in collecting or attempting to collect the Secured Obligations or in protecting and enforcing the rights of and obligations to Trustee under any provision of this Mortgage, including, without limitation, taking any action in any bankruptcy, insolvency or reorganization proceedings concerning Mortgagor or foreclosing this Mortgage by advertisement or by action. The expenses shall bear interest, from the date paid or incurred by Trustee, at the Default Rate.

**22. Application of Proceeds.** If any rents or profits or any proceeds of insurance or proceeds of any condemnation or eminent domain award or proceeds from any sale of the premises at foreclosure are paid to Trustee, Trustee shall have the right to apply the rents or profits or proceeds, in amounts and proportions that Trustee shall in its sole discretion determine, to the full or partial satisfaction of any or all of the indebtedness and obligations secured by this Mortgage, including any contingent or secondary obligations, whether or not they shall then be due and payable by the primary obligor.

**23. Notices.** Except for any notice required under applicable law to be given in another manner, any notice, demand, request or other communication which any party hereto may be required or may desire to give hereunder shall be in writing and shall be deemed to have been properly given (i) if hand delivered or if sent by telecopy during normal business hours, effective upon receipt or (ii) if delivered by overnight courier service, effective on the business day following delivery to such courier service, or (iii) if mailed by United States registered or certified mail, postage prepaid, return receipt requested, effective two (2) business days after deposit in the United States mails; addressed in each case as follows:

FUTURE ADVANCE MORTGAGE

If to Mortgagor:

New Branches School  
256 Alger S.E.  
Grand Rapids, MI 49507  
Attn: Pam Duffy, Administrator  
Tel: (616) 243-6221  
Fax: (616) 243-0305

If to Trustee:

Wells Fargo Bank, N.A.  
Corporate Trust Services  
300 North Meridian Street – Suite 1200  
Indianapolis, IN 46204  
Attn: John D. Alexander  
Tel: (313) 977-1160  
Fax: (313) 977-1145

**24. Other.** The provisions of this Mortgage shall be binding upon and inure to the benefit of Mortgagor and Trustee and their respective successors, assigns, heirs and personal representatives. Any provision of this Mortgage prohibited or unenforceable by any applicable law shall be ineffective only to the extent and for the duration of the prohibition or unenforceability without invalidating the remaining provisions of this Mortgage. If Mortgagor is more than one person, their obligations under this Mortgage are joint and several, and the term “Mortgagor” refers to each of them and all of them.

**25. Future Advance Notice Language.** Notice is hereby given that the indebtedness secured hereby may increase as a result of any defaults hereunder by Mortgagor due to, for example, and without limitation, unpaid interest or late charges, unpaid taxes or insurance premiums with Mortgagee elects to advance, defaults under leases that Mortgagee elects to cure, attorney fees or costs incurred in enforcing the Financing Agreement or other expenses incurred by Mortgagee in protecting the Property, the security of this Mortgage or Mortgagee’s rights and interest.

IN WITNESS WHEREOF, Mortgagor has signed this Mortgage as of the date stated on the first page of this Mortgage.

Mortgagor:

NEW BRANCHES SCHOOL

By: Roger Ross  
Its: Board President

STATE OF MICHIGAN )  
COUNTY OF Kent ) : ss

This Mortgage was acknowledged before me on March 17, 2010 by Roger Ross the Board President of New Branches School, a Michigan nonprofit corporation and public school academy, on behalf of said public school academy.

Bo A. Grant  
Bo A. Grant, Notary Public  
Kent County, Michigan  
Acting in Kent County, Michigan  
My commission expires: 7-13-2015

DRAFTED BY AND AFTER RECORDING,  
PLEASE RETURN TO:

Ann D. Fillingham  
Dykema Gossett PLLC  
201 Townsend, Suite 900  
Lansing, Michigan 48933

BOA. GRANT  
NOTARY PUBLIC, STATE OF MI  
COUNTY OF KENT  
MY COMMISSION EXPIRES Jul 13, 2015  
ACTING IN COUNTY OF Kent

FUTURE ADVANCE MORTGAGE

**EXHIBIT A  
TO  
FUTURE ADVANCE MORTGAGE**

Legal Description of the Land

Land located in the County of Kent, City of Grand Rapids, State of Michigan, and described as follows:

The West Quarter of the North Half of the Northeast Quarter of Section 20, Town 6 North, Range 11 West. Excepting therefrom Hanna Centennial Plat, according to the plat thereof recorded in Liber 52 of Plats, Page 22 of Kent County Records.

Commonly known as: 3662 Poinsettia Avenue SE, Grand Rapids, MI 49508-5546

Tax Id # 41-18-20-201-011

FUTURE ADVANCE MORTGAGE  
A-1

**EXHIBIT B  
TO  
FUTURE ADVANCE MORTGAGE**

Permitted Liens

1. Highway easement Release in favor of the Board of Count Road Commissioners of the County of Kent and the Covenants, Conditions and Restrictions contained in instrument recorded in Liber 1734, page 313.
2. Easement in favor of City of Grand Rapids and the Covenants, Conditions and Restrictions contained in instrument recorded in Liber 2005, page 308.
3. Easement in favor of City of Grand Rapids and the Covenants, Conditions and Restrictions contained in instrument recorded in Liber 2019, page 837.
4. Easement for Underground Electric Line in favor of Consumers Energy Company and the Covenants, Conditions and Restrictions contained in instrument recorded in Liber 5725, page 1160.

LAN01\210239.3  
ID\ADF - 085849/0025

## PARKING LOT USE AGREEMENT

This Parking Lot Use Agreement (the "Agreement") is entered into this 15 day of February, 2010, by and between Millbrook Christian Reformed Church, a Michigan ecclesiastical corporation, whose address is 3661 Poinsettia Avenue, S.E., Grand Rapids, Michigan 49508-5547 (the "Church") and New Branches School, a Michigan public school academy organized and operating under the Revised School Code, MCLA 380.1, *et seq.*, as amended, whose address is 256 Alger Street, S.E., Grand Rapids, Michigan 49507 (the "School") for the use of real property owned by the Church for parking lot purposes.

**WHEREAS**, the Church is the owner of real property located at 3661 Poinsettia Avenue, S.E., in the City of Grand Rapids, Kent County, Michigan, which real property of the Church is described as Parcel B (the "Church Property") in the legal descriptions which are attached hereto and made a part hereof as Exhibit A; and

**WHEREAS**, the School has entered into a Purchase Agreement to acquire real property located adjacent to the Parking Lot Property and located at 3662 Poinsettia Avenue, S.E., in the City of Grand Rapids, Kent County, Michigan (the "School Property"), which property is described as Parcel A in the legal descriptions which are attached hereto and made a part hereof as Exhibit A; and

**WHEREAS**, the Church is the owner of a parking lot located adjacent to the Church Property, which parking lot is described as "Easement No. 2" or "ESMT #2" in the Survey, that is attached hereto and made a part hereof as Exhibit B (the "Parking Lot Property").

**WHEREAS**, the Church has agreed to permit the School to use the Parking Lot Property to benefit the School Property in accordance with the terms and conditions contained in this Agreement; and

**WHEREAS**, the School agrees to use the Parking Lot Property in accordance with the terms and conditions contained in this Agreement; and

**WHEREAS**, the Church and Grand Rapids Christian Schools, the current owner of the School Property, have entered into an easement to provide for ingress and egress across certain of the School Property and the Parking Lot Property (the "Easement").

**NOW, THEREFORE**, the parties agree as follows:

1. **Parking Lot Property.** The Church does hereby agree to allow the School and the School does hereby agree to use for the term and upon the terms and conditions set forth in this Agreement, the Parking Lot Property. The Easement shall remain in full force and effect during the term of this Agreement and shall survive the termination of this Agreement.

2. **Term.** The term of this Agreement shall commence on the effective date as described in Paragraph 18, below, and shall continue for a period of five (5) years and thereafter shall renew for subsequent five (5) year periods upon the terms and conditions that are agreed to by the parties.

3. **Joint Use of Parking Lot.** The Parking Lot Property shall be jointly used and occupied for vehicular parking for the Church Property and the School Property. The parties will not use the Parking Lot Property for any other purpose in violation of any law, municipal ordinance or regulation.

4. **Condition.** The School acknowledges that it is accepting the Parking Lot Property in its "as is" condition.

5. **Operating Costs.** The parties agree that the owners of the Church Property and the School Property shall each pay fifty percent (50%) of the annual snow removal, parking lot lighting, waste and recycling ("operating costs") for the Parking Lot Property. The Church shall initially pay the cost of the snow removal and parking lot lighting, and within thirty (30) days from the receipt of an invoice from the Church to the School for same, the School shall remit fifty percent (50%) of the cost of the snow removal and parking lot lighting to the Church. The School shall initially pay the cost of waste and recycling, and within thirty (30) days from the receipt of an invoice from the School to the Church for same, the Church shall remit fifty percent (50%) of the cost of the waste and recycling to the Church.

6. **Maintenance, Repair and Replacement.** Any maintenance, repair, replacement and related costs of the Parking Lot Property (other than the operating costs described in Paragraph 5, above) shall be subject to the approval of both parties as to the extent of the repairs or replacement and the sharing of the costs and neither party shall unreasonably withhold, condition or delay its consent.

7. **Signage.** The School, at its expense, may install directional arrows painted on the Parking Lot Property to guide traffic and may erect or install signs on the Parking Lot Property, subject to the written consent of the Church, which consent shall not be unreasonably withheld.

8. **Events of Default.** In the event a party breaches a covenant of this Agreement and fails to cure or to take meaningful steps to cure such breach within thirty (30) days of receiving written notice of said breach from the other party, the breaching party shall be in default.

9. **Indemnification.** To the extent permitted by law, each party shall indemnify, defend and hold the other party harmless from any and all claims, costs and expenses for injury to persons or damage to property to the extent such injury or damage arises from the party's, its employees, agents and invitees, use of the Parking Lot Property.

10. **Quiet Enjoyment.** The Church covenants that the School, upon compliance with the other terms and conditions contained in this Agreement, shall peaceably and quietly have, hold and enjoy the joint use of the Parking Lot Property for the term of this Agreement.

11. **Assignment.** This Agreement shall not be assigned by one party without the written consent of the other party, which consent shall not be unreasonably withheld.

12. **Notices.** Notices or consents of any kind required or permitted under this Agreement shall be deemed duly delivered if delivered by person or if mailed by certified mail, return receipt requested, postage prepaid to the appropriate party as follows:

If to the Church:        Millbrook Christian Reformed Church  
                                  Attn: Clerk of Council  
                                  3661 Poinsettia Avenue, S.E.  
                                  Grand Rapids, Michigan 49508-5547

If to the School:        New Branches School  
                                  Attn: Superintendent of Schools  
                                  256 Alger Street, S.E.  
                                  Grand Rapids, Michigan 49507

Or at such other address or to the attention of such other individual as shall be specified in writing by the respective parties.

13. **Sunday Use.** Notwithstanding any other provisions contained in this Agreement, the Church shall have the priority of use of the Parking Lot Property on Sunday of each week.

14. **Waiver.** The failure of either party to insist upon strict performance of any covenant or condition of this Agreement or to exercise any option herein conferred in any one or more instances shall not be construed as a waiver or relinquishment of any such covenant, condition or option, but the same shall be and remain in full force and effect. No covenant, term or condition of this Agreement shall be deemed to have been waived by either party, unless such waiver be in writing by such party.

15. **Entire Agreement.** This Agreement sets forth all covenants, promises, agreements, conditions and understandings between the School and the Church concerning the use of the Parking Lot Property, and there are no covenants, promises, agreements, conditions or understandings, either oral or written, between the Church and the School other than are herein set forth.

16. **Partial Invalidity.** If any term, covenant or condition of this Agreement or the application thereof to any person or circumstance shall be determined to be invalid or unenforceable, the remainder of this Agreement of the application of such term, covenant or condition to persons or circumstances, shall not be affected thereby and the remainder of the Agreement shall be valid and enforceable to the fullest extent permitted by law, unless removal of such term, covenant or condition materially impacts the general intent of the Agreement.

17. **Amendments.** Except as otherwise stated herein, no subsequent alteration, amendment, change or addition to this Agreement shall be binding upon Church or the School unless reduced to writing and signed by both parties.

18. **Applicable Law.** This Agreement shall be governed, in all respects, under the laws of the State of Michigan.

19. **Effective Date.** This Agreement shall become effective as of the date that the School purchases the School Property.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be signed in their respective names by their respective officers on the day and year indicated below.

**MILLBROOK CHRISTIAN REFORMED CHURCH, a Michigan ecclesiastical corporation**

Dated: 2/15/10

By: James E. VanLoopik

Its: COUNCIL PRESIDENT

Acknowledged before me in Kent County, Michigan, this 15<sup>th</sup> day of Feb., 2010, by James VanLoopik, Council President, Millbrook Christian Reformed Church, a Michigan ecclesiastical corporation.

BO A. GRANT  
NOTARY PUBLIC, STATE OF MI  
COUNTY OF KENT  
MY COMMISSION EXPIRES JUL 13, 2015  
ACTING IN COUNTY OF Kent

Bo A Grant (signature)  
Bo A Grant (printed)  
Notary Public, Kent County, Michigan  
My Commission Expires: 7-13-2015  
Acting in the County of Kent

**NEW BRANCHES SCHOOL, a Michigan public school academy**

Dated: 2-15-10

By: Pamela J. Duffy  
Its: School Administrator

Acknowledged before me in Kent County, Michigan, this 15<sup>th</sup> day of Feb, 2010, by Pamela J. Duffy, School Administrator, New Branches School, a Michigan public school academy.

Bo A Grant (signature)  
Bo A Grant (printed)  
Notary Public, Kent County, Michigan  
My Commission Expires: 7-13-2015  
Acting in the County of Kent

00468924.doc

BO A. GRANT  
NOTARY PUBLIC, STATE OF MI  
COUNTY OF KENT  
MY COMMISSION EXPIRES JUL 13, 2015  
ACTING IN COUNTY OF Kent

**Exhibit A**

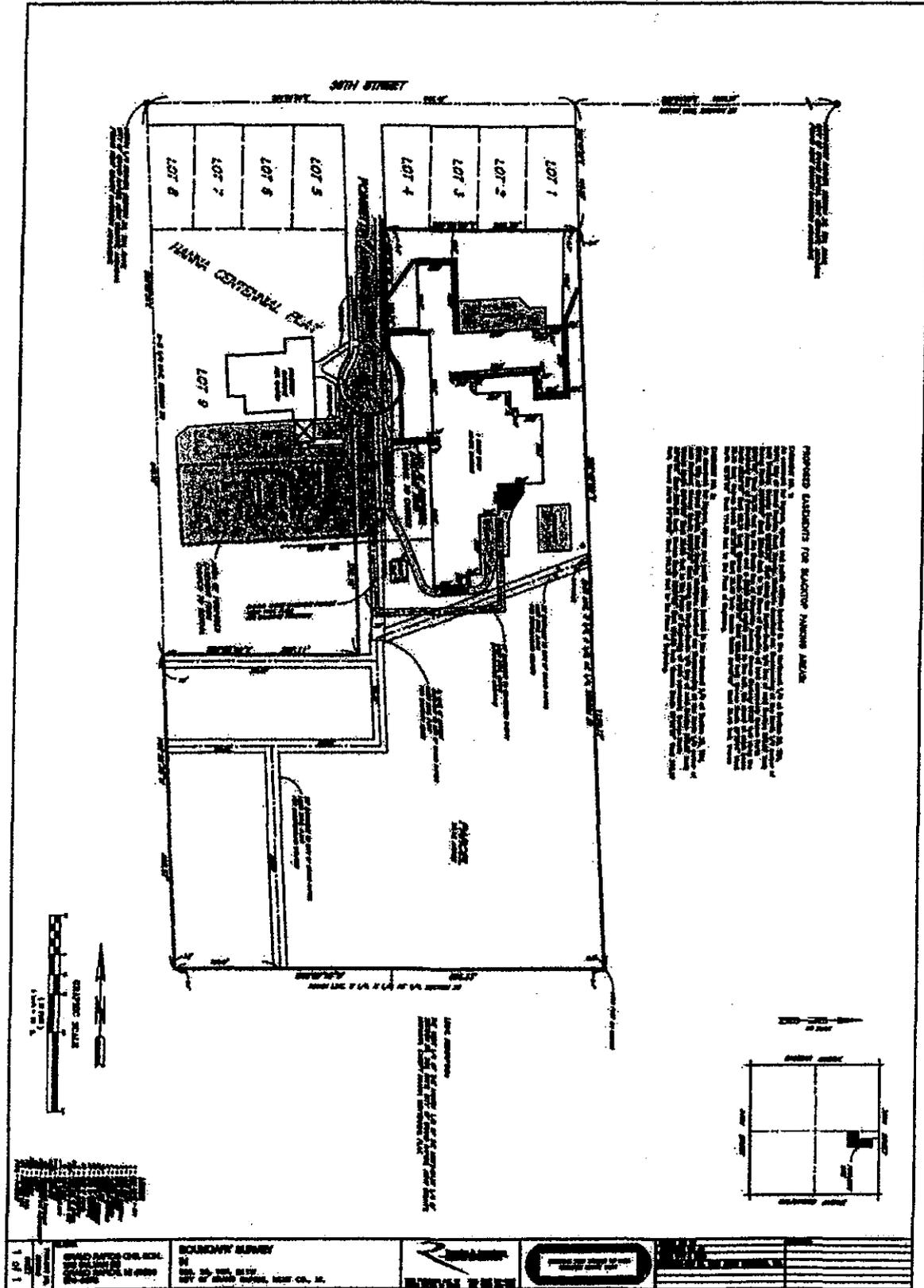
**Parcel A:**

The West Quarter of the North Half of the Northeast Quarter of Section 20, Town 6 North, Range 11 West, City of Grand Rapids, Kent County, Michigan, excepting therefrom Hanna Centennial Plat, according to the plat thereof recorded in Liber 52 of Plats, page 22 of Kent County Records.

**Parcel B:**

Lot 9, Hanna Centennial Plat, according to the plat thereof recorded in Liber 52 of Plats, page 22 of Kent County Records, City of Grand Rapids, Kent County, Michigan.

**Exhibit B**



JUL 14 2009 8:46AM

JUL 8 2009 5:00PM

THR CONSTRUCTION

No. 1328

P. 1

No. 3495

P. 1

Page 1 of 1



State of Michigan  
John Engler, Governor

# Inspection Report

Department of Consumer & Industry Services  
Kathleen M. Wilber, Director

Office of Fire Safety  
General Office Building  
7150 Harris Drive  
Lansing, MI 48908-7504  
Web Site www.cis.state.mi.us/ofs

FACILITY NAME Millbrook Christian School	DATE 9-18-02	COUNTY Kent	PROJECT 0722-02
ADDRESS 3662 Pinsonia SE	FACILITY TYPE School (non-public)	RULES/CODES School - 99	JOB LIC/FAC. NO.
CITY, STATE ZIP CODE Grand Rapids, MI 49508	FACILITY REPRESENTATIVE	INSPECTION TYPE recheck	

**RE: ADDITION**

A recheck fire safety inspection was completed this date. Deficiencies noted in prior inspection reports have been satisfactorily corrected. This report may be considered as final approval of this project.

Full approval given.

cc: 41072202.wpd

Facility

Design Works A/E attn: Roy Munson fax 616 454 9415

GRFD

DOE Alexander Devlantes

FIRE SAFETY CERTIFICATION Approved		PROJECT STATUS Closed	REVIEWED BY
DISTRIBUTION Facility File CIS/HQ Local FD Construction Architect	INSPECTING OFFICIAL Tom Spaman SIGNATURE OF OFFICIAL	ADDRESS 2922 Fuller NE, Suite 114 Grand Rapids, MI 49505	TELEPHONE 616-447-2693 FAX 616-447-2668 E-MAIL

NEIGHBORHOOD  
IMPROVEMENT  
DEPARTMENT



CITY OF GRAND RAPIDS

**USE AND OCCUPANCY PERMIT**  
**2006 Michigan Building Code**  
**Section 110**

**Building Permit No:** B10-00703

**Address:** 3662 POINSETTIA AVE SE

**Location:**

**Parcel #:** 41-18-20-201-011

**Owner:** NEW BRANCHES PUBLIC SCHOOL ACADEMY  
3662 POINSETTIA AVE SE  
GRAND RAPIDS MI 49508-5546

**Description of Work:** KITCHEN & CAFETERIA RENOVATIONS

**Use Group:** E Educational

**Additional Use:**

**Type of Construction:**

**Maximum Design Occupancy Load:** 150

**Sprinkler System (y/n):** N

**Special Stipulations/Conditions:**

**Description of Inspections:** This building has been inspected and approved for the type of use and occupancy listed above.

**Building Official:** Mark Fleet

**Approved by:**

**Date**

8-13-10

USE\_OC\_C06 (9/16/09)

# CERTIFICATE OF USE AND OCCUPANCY

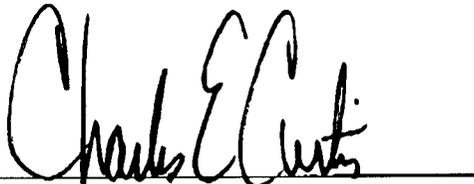
## PERMANENT

Michigan Department of Licensing and Regulatory Affairs  
Bureau of Construction Codes/Building Division  
P. O. Box 30254  
Lansing, MI 48909  
(517) 241-9317

Building Permit No. B035623  
New Branches Public School  
3662 Poinsettia Avenue SE  
Grand Rapids, Michigan  
Kent County

The above named building of Use Group E and Construction Type 2B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 111.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.



Larry Lehman, Chief  
Charles E. Curtis, Assistant Chief  
Building Division

November 13, 2013

**CONTRACT SCHEDULE 7**

**REQUIRED INFORMATION FOR  
A PUBLIC SCHOOL ACADEMY**

## SCHEDULE 7

### REQUIRED INFORMATION FOR A PUBLIC SCHOOL ACADEMY

Required Information for a Public School Academy. This Schedule contains information required by the Code and the Contract. The required information for the Academy is contained in this Schedule 7.

- Section a. Governance Structure. The governance structure of the Academy is set forth in Section a of this Schedule.
- Section b. Educational Goal and Related Measures. The educational goal and related measures of the Academy are set forth in Section b of this Schedule.
- Section c. Educational Programs. The educational programs of the Academy are set forth in Section c of this Schedule.
- Section d. Curriculum. The curriculum of the Academy is set forth in Section d of this Schedule.
- Section e. Methods of Pupil Assessment. The methods of pupil assessment of the Academy are set forth in Section e of this Schedule.
- Section f. Application and Enrollment of Students. The application and enrollment of students criteria of the Academy is set forth in Section f of this Schedule.
- Section g. School Calendar and School Day Schedule. The school calendar and school day schedule procedures are set forth in Section g of this Schedule.
- Section h. Age or Grade Range of Pupils. The age or grade range of pupils to be enrolled by the Academy is set forth in Section h of this Schedule.

**SECTION A**

**GOVERNANCE STRUCTURE**

## GOVERNANCE STRUCTURE

WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and all public schools are subject to the leadership and general supervision of the State Board of Education; and the Legislature has authorized an alternative form of public school designated a "public school academy" to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and the Legislature has delegated to the governing boards of state public universities, community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and the University Board has approved the issuance of a contract conferring certain rights, franchises, privileges, and obligations of a public school academy to the Academy Board.

The Academy is incorporated as a Michigan nonprofit corporation, organized on a non-stock, directorship basis for the purpose of operating as a Michigan public school academy. The Academy shall conduct its affairs as a governmental entity exempt from federal income taxes under Section 115 of the United States Internal Revenue Code or any successor law. The Academy is a body corporate and is not a division or part of Central Michigan University. The relationship between the Academy and the University Board is based solely on the applicable provisions of the Code and the terms of this Contract.

The Academy Board shall have at least five (5), but no more than nine (9) members, as determined by the University Board. Academy Board members shall be appointed according to the terms of the Method of Selection, Appointment and Removal Resolution adopted by the University Board. The Academy Board has all the powers and duties permitted by law to manage the business, property and affairs of the Academy and for adopting policies by which the Academy shall be governed. The Academy Board is responsible for assuring that the Academy operates according to the Terms and Conditions of this Contract and Applicable Law. Contract Schedule 2: Bylaws, set forth a further description of the Academy Board's governance structure.

Academy Board members shall serve in their individual capacity, and not as a representative or designee of any other person or entity. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest and prohibited familial relationships, including Article IV, Sections 4.4 and 4.5 of this Contract.

Pursuant to applicable law and the Terms and Conditions of this Contract, including Article III, Section 3.6, the Academy Board may employ or contract for personnel according to the position information outlined in Schedule 5. Before entering into an agreement with an educational service provider or an employee leasing company to provide services or to provide personnel to perform services or work at the Academy, the Academy Board must first comply with the Educational Service Provider Policies issued by the Center.

**SECTION B**

**EDUCATIONAL GOAL AND RELATED MEASURES**

## EDUCATIONAL GOAL AND RELATED MEASURES

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement of the educational goal identified in this schedule. Although an increase in academic achievement for all groups of pupils as measured by assessments and other objective criteria is the most important factor in determining the Academy's progress toward the achievement of the educational goal, the Center also considers other factors. Upon request, the Academy shall provide the Center with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, the University expects the Academy will meet the State of Michigan's accreditation standards pursuant to state and federal law.

### **Educational Goal to Be Achieved**

Prepare students academically for success in college, work and life.

### **Measures to Assist in Determining Measurable Progress Towards Goal Achievement**

To assist in determining whether the Academy is achieving measurable progress toward the achievement of this goal, the Center will annually assess the Academy's performance using the following measures.

### **Measure 1: Student Achievement**

The academic achievement of all students in grades 2-8, who have been enrolled for three\* or more years at the Academy, will be assessed using the following metrics and achievement targets:

Grade(s)	Metric	Achievement Targets
Grades 2-8	The average college readiness level based on scaled scores from the NWEA <sup>®</sup> MAP <sup>®</sup> reading and math tests administered in the spring.	Students enrolled for three* or more years will on average achieve scaled scores equal to or greater than the grade-level achievement targets for reading and math identified in this schedule.

\*If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

## Achievement Targets

### Scantron Performance Series (PS) and NWEA MAP College Readiness Targets

Grade	PS Reading Spring Target	MAP Reading Spring Target	PS Math Spring Target	MAP Math Spring Target
2	2265	190	2191	191
3	2504	201	2380	204
4	2691	208	2497	214
5	2843	215	2615	224
6	2921	218	2733	229
7	2948	222	2800	236
8	3012	227	2890	242

### **Measure 2: Student Growth**

The academic growth of all students in grades 3 through 11 at the Academy will be assessed using the following metrics and growth targets:

Grade(s)	Metric	Growth Targets
Grades 3-8	Growth made by students from fall-to-spring in reading and math as measured by scaled scores on the NWEA MAP.	Students' fall-to-spring academic growth on average will demonstrate progress toward the grade-level achievement targets for reading and math identified in the schedule.

**SECTION C**

**EDUCATIONAL PROGRAMS**

## EDUCATIONAL PROGRAM

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.3, the Academy shall implement, deliver, and support the educational programs identified in this schedule.

New Branches Charter Academy's ("Academy") Educational Program is research-based and fully synchronized with the mission and vision.

### **Mission**

New Branches Charter Academy will provide a positive learning environment, along with a rigorous, academic and cultural program where our children learn to become healthy, responsible citizens, life-long learners, and world leaders.

### **Vision**

New Branches Charter Academy, in partnership with educators, students, families, and community stakeholders, closes the achievement gap and transforms the human culture by developing problem solvers and life-long learners who are fully prepared for high school, college, global economy careers, and world change.

### **Values**

- **Community**—We strive to create a safe environment that fosters inclusiveness and belonging by students, parents, staff, and community stakeholders.
- **Perseverance**—We always strive to push ourselves and our students to their fullest potential.
- **Responsibility**—Students, parents, and staff are respectful to each other. Students learn to understand their responsibilities and take initiative to act upon them in their local, national and world communities.
- **Diversity**— We embrace and value working with families with rich cultural and diverse backgrounds. We recognize that immersion in a variety of cultures will prime our students to work and live in a global economy. We celebrate and honor all the perspectives and aspects of every culture and background that creates the fabric of our school culture.
- **Teamwork**—We provide a respectful process for open communication, collaboration, and the opportunity for everyone to realize their value in our school community.
- **Communication**—We practice healthy, open, and candid dialogue between all members of our school community. Healthy dialogue encourages necessary conversations and respects all parties.
- **Stewardship**—We ensure that our teaching and operational principles and practices are morally sound, ethical, transparent, respectful, and honest.

### **Educational Program Implementation**

The Academy takes a progressive approach to educating children. The Academy places an emphasis on the importance of educating the whole child, while studying the child's interests, problems, and learning purpose (Tyler, 1949). To ensure that all students are provided the equitable opportunity to attain knowledge and skills in core and non-core subjects, the Academy executes a rigorous, vertically and horizontally aligned written curriculum, which includes the Common Core

State Standards (“CCSS”) Next Generation Science Standards (“NGSS”), and the State of Michigan’s Grade Level Content Expectations (“GLCE”). The curriculum is implemented while keeping in mind what Ralph W. Tyler (1949) suggested, “No single source of information is adequate enough to provide a basis for wise and comprehensive decisions about the objectives of the learner; each source has commendable values.”

### **The ‘Big Picture’**

Daniel Pink (2009) found that, “The more we focus on people’s outcomes, effort and strategy rather than guessing about achieving a particular outcome, the more effective it can be.” Staff, students, parents, families, and community stakeholders are aware of the achievement gap and why learning, going to college, graduating from a four-year college, and living a prosperous life is all-important for student success (Saphier & Gower, 1987). Regardless of the content area, every stakeholder (primarily adults) needs to create an instructional climate of *relevance*, making sure every student is able to answer the following questions: Why am I learning this? How is it relevant to my future and the world I live in now? (Pink, 2009).

### **Academic Rigor**

Academic Rigor is defined as “What society will demand of our children when they graduate, what it means to be an educated adult and how the skills needed for work, citizenship and continuous learning have and will change fundamentally” (Kinney & Bambrick-Santoyo, 2009). Oftentimes, educators are divided in *Rigor Philosophy* and what high expectations should be for children that will be impacted. Kinney & Bambrick-Santoyo (2009) found that “most schools have not taken the time to define and/or clarify what rigor is and looks like in their schools, and how it will be recognized when it is in place.” To this end, the Academy’s overarching goal and academic rigor expectation is that all students are proficient and/or advanced by the end of each school year in English Language Arts (“ELA”), mathematics, social studies, and science.

### **Standards-Based Instruction**

The purpose of focusing attention on delivering instruction that ensures student mastery of standards is to succeed in an assessment, standards and accountability-driven learning environment that demands high quality instruction in the core subject areas of ELA, mathematics, social studies, science, foreign languages, and the arts. The process begins with teachers backwards mapping what students need to learn, know and be able to do at the end of each junior kindergarten through eighth grade subject (McTighe & Wiggins, 2005), while utilizing CCSS, NGSS, and GLCE to increase instructional rigor. Teachers determine which learning activities and assignments ensure students’ mastery of unit and school-wide goals. When standards are not mastered, teachers analyze multiple measures of student data, create differentiated teacher action plans, re-adjust curricula to address learning gaps, and re-teach lessons again using a small-group and individualized pedagogical approach and, eventually, re-asses students toward skills mastery. With the understanding that state and CCSS “are the floor, not the ceiling” (Bambrick-Santoyo, 2010), the Academy knows that standards are the minimum. To fulfill the mission, staff push students beyond the standards and incorporate many other factors that lead to student success. Standards provide the basic skills students need for a solid educational foundation. Teachers ensure student mastery of standards using the following instructional framework:

1. **Truly Rigorous and Valuable Assessments**—Academy assessments are based on instruction, not the other way around (Bambrick-Santoyo, 2010); staff use assessments properly and, in turn, the assessments inform teachers to know when they are doing the best for students. Bambrick-Santoyo (2010) found “Standards are meaningless until we define how to assess them.”
2. **Using a Standards-Based, Data-Based System to Drive Instruction**  
**6 weeks to Mastery**
  - Check the Scope and Sequence to determine what to teach
  - Design standards-based lessons and units
  - Teach so students master standards
  - Give the Interim Assessment
  - Grade the Interim Assessment
  - Analyze the Interim Assessment
  - Structured conversation around data
  - Whole class review, small group review, and one-on-one tutoring
3. **Using Data Rather Than Reporting Data**—to inform instructional strategies, measure growth over time, identify misunderstandings, and measure mastery.
4. **Overarching Goals and Essential Questions**—Overarching goals (e.g., “Distinctions between a citizen’s rights, responsibilities and privileges help to define the requirements and limits of personal freedom”). The school creates overarching goals and essential questions to focus on concepts, themes, issues and debates, problems and challenges, processes, theories, paradoxes, and assumptions (Wiggins & McTighe, 2005).
5. **Year-at-a-Glance**—To ensure that every child receives a quality education and has the opportunity to learn at high levels, staff fully integrates all the elements of the core curriculum, asking, “How does it connect to the standards and what will we use to teach it (resources and materials)?” A year-at-a-glance provides a “skeleton” view of teachers’ planning over the school year and supports planning among the classroom teachers’ specialists who teach the students at each grade level.
6. **Scope and Sequences**—A “scope and sequences guarantee that every child has the opportunity to learn and master the skills he or she needs, even if some students move faster than others” (Bambrick-Santoyo, Settles & Worrell, 2013). The scope and sequence for each content area is used to select specific topics for instruction for each of the months.
7. **Unwrapping the Standards**—Before implementing a unit, teachers collaboratively unwrap the standards to be taught to determine what concepts and skills students need to learn. Academy staff begin unwrapping the standards by first identifying what students know (the concepts—nouns) and be able to do (skills—verbs).
8. **Pre-Assessment**—At the beginning of each unit, teachers assess what students already know or may be struggling with in order to determine how best to meet each student’s diverse needs. Pre-assessments can be multiple measures of standardized, interim, teacher-made, or formative assessment tools.

9. **Group Students by Readiness, Learning Style and/or Interests**—After carefully analyzing assessment, learning style and interest survey results, teachers group students by way of small groups and/or partners.
10. **Unit Planning**—Teachers provide high-quality, rigorous instruction, assessing students' progress each week. At the end of each unit, teachers administer summative assessments.
11. **Daily Lesson Planning**—For writing and executing daily lesson plans, the Academy fully utilizes Madeline Hunter's Eight Step Lesson Plan framework (1993), which includes: 1.) anticipatory set, 2.) clearly stating learning outcomes (or goals/aims), 3.) teacher input, 4.) modeling, 5.) check for understanding, 6.) guided practice, 7.) independent practice, and 8.) closure of the lesson.
12. **Re-Assessment**—Students are re-assessed at the end of a unit using a range of summative assessments, which include, but are not limited to, unit and teacher-made assessments.
13. **Moving Forward**—Students move forward to the next unit, but teachers continue spiraling and scaffolding the skills from previous units through the use of progress monitoring tools and systems.

#### **Standards-Based Instructional Pointers**

- Each lesson is designed to address specific concepts or skills identified by the standards.
- Learning activities are student-centered.
- Lessons emphasize inquiry and build problem-solving skills.
- Activities require students to think critically and apply their knowledge.
- The learning environment is structured to give students adequate time, space and materials to complete tasks.
- Assessment is a varied, on-going process, designed to evaluate both student progress and teacher effectiveness.

#### **Benefits of Standards-Based Instruction**

The process of addressing standards is eased by implementing instructional best practices, instructional techniques and strategies for grade level teachers. Effective lessons that implement these instructional best practices have the following characteristics (Lemov, 2010):

- high student engagement
- tasks are built on students' prior knowledge
- scaffolding takes place, making connections to concepts, procedures and understanding
- a high-level of performance is modeled
- students are expected to explain inferential thinking and meaning
- students self-monitor progress
- an appropriate amount of time is devoted to tasks

These best practices are kept in mind to plan lessons, to address standards, and to encourage students take on the greater challenges that the content presents.

### **Adaptation and Modification to Meet the Needs of All Learners**

The Academy's Student Support Team ("SST") is comprised of a Response to Intervention ("RtI"), special education, English Language Learner ("ELL"), and counseling staff that collaborate to meet the needs of gifted and talented students, students performing below grade level standards, and students who qualify for ELL and special education services. The student support process was designed to assist in the student achievement process, in alignment with the mission and vision. The program supports the development of students through early detection of student difficulties and deficiencies through pro-active implementation of interventions designed to address the needs of each individual student. The SST works collaboratively to empower teachers to support student success by:

- reinforcing the mission, vision, and goals
- reinforcing academic skills and identifying weaknesses
- addressing specific psycho-social and mental health concerns that may represent barriers to learning
- implementing interventions that promote healthy cognitive, social and emotional development, and resiliency
- defining and reinforcing a standard of general wellness not only for students, but also for families and school staff

The goal of the student support program and SST is to provide all students with opportunities to learn and progress in the general education curriculum and experience success. The SST recognizes that many variables effect learning, therefore the team uses a myriad of interventions and strategies to address the needs of students who are experiencing difficulties moving through the Academy's rigorous academic program.

### **Referrals**

Student support should only be used as an intervention after the teacher has exhausted all classroom level interventions, many of which can be found in the Pre-Referral Intervention Manual ("PRIM") to adequately address the needs of all students. The process is designed to assist teachers in "getting at" learning for every child in the classroom, regardless of readiness, learning style, or deficiency. The following outlines when a child should be referred to SST:

- The student/group is not demonstrating success in regular classroom activities.
- The student/group is experiencing problems of an academic, social, or behavioral nature; this includes attendance.
- When the student/group experiences great loss, and is/are reacting in a way that can be considered different than normal behavior.
- When parent/guardian supplies documentation or informs the school of a disability and the child is not already in special education.
- When evidence overwhelmingly points towards a disability.
- If a child is suspected of substance abuse.
- If a parent makes a request for special education testing, prior to experiencing the SST process.
- If a student self refers.

### **SST and Grade Level Meetings**

During grade level meetings, throughout the duration of the school year, teachers discuss students who may be struggling with academic, discipline and/or attendance issues. These discussions

- include conversations about strategies and techniques teachers can use to address the weaknesses of particular students in the classroom, referring to the PRIM
- provide opportunities for teachers to document intervention used in the classroom and how well, or not so well, that worked
- promote unification of strategies to be used throughout the grade level to address the needs of the student/group
- serve as a formal communication mode in the SST process; as well as be used to specifically hold SST meetings

### **The Individualized Academic Plan (“IAP”) Development**

As a result of the SST process, students and parents create an IAP with the team in an attempt to address the weaknesses and needs of the student. The IAP includes the child’s area of need, strategies used by the SST, the student and the parents, accommodations that will be made, three quantitative goals, evaluation methods to be used, and evaluators. There is an area for all parties’ signatures and statements that explains what each person is committed to accomplishing.

### **Special Education**

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the Individualized Educational Program (“IEP”) team and together the team is making decisions that are subject to requirements regarding provision of the least restrictive environment. When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules as issued by the Michigan Department of Education. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible, or will provide an interim IEP agreed to by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Educational Improvement Act (“IDEIA”) and state law and regulations. The Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The Academy is responsible for providing a free, appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.
2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Michigan Special Education Rules, and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.
3. When a multidisciplinary team determines that a special education student requires special education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEIA, and reviewed on an annual basis or more frequently as determined by the IEP team.

The special education program offers a combination of push-in and pull-out academic supports. Additionally, the Academy contracts with a vendor for speech and occupational therapists and a school social worker, partners with the Kent Intermediate School District (“ISD”) for physical therapy, and employs a part-time school psychologist and guidance counselor.

### **English Language Learners (“ELL”)**

The Academy offers academic support to all students who speak a language other than English at home and are given the opportunity to enrich learning with a highly qualified teacher and co-teacher of English Language Learners (ELL). Individual and small group support is provided to help students be successful in school, both socially and academically and learn to communicate using the English language. The Academy strives to enrich the students’ learning experience in a warm and personal learning environment.

ELL students are determined using two variables:

1. The student has been enrolled in an ELL program prior to entering the Academy and has not acquired the necessary score of Advanced Proficient on the State mandated World-Class Instructional Design and Assessment (“WIDA”) administered in the spring testing window.
2. New students applying to the school will complete the New Branches Parent Home Survey at the time of enrollment. If the survey indicates that the student speaks a language other than English in the home, the WIDA Access Placement Test (“W-APT”) screener is administered to the student to determine qualification for ELL services and to assess the level of support needed.

The students receive support in English through individualized lessons, small group instruction, and push-in services during core content blocks in general education classes. The frequency of support decreases as the student shows higher proficiency with the goal of exiting the students from the ELL program. For students entering the program at the junior kindergarten (“JK”) level, the goal is to have the student exited by the fourth grade. Students continue to receive ELL services until the student tests at the Advanced Proficient Level in the spring testing window of the WIDA assessment. All students, at the varying levels, need to test at the Advanced Proficient Level for one year to start the ELL exiting process.

Upon receiving Advanced Proficient on the WIDA, the student continues to be monitored the following year to maintain proficiency. The ELL Team monitors each student by communicating with the student and classroom teacher every two weeks. If the student continues testing at the Advanced Proficient Level for two consecutive years, the student is exited from the ELL program.

The ELL Team keeps in close communication with the classroom teacher. The parents are offered resources that can be utilized both at home and in the classroom to support the needs of the ELL student. The team reviews test scores obtained by classroom teachers, Performance Series (“PS”) or Northwest Test Evaluation Association (“NWEA”), Basic Reading Inventory (“BRI”), and the WIDA test administered by the ELL Team. Individualized lesson plans are taught using the Help One Student to Succeed (“HOST”) curriculum. Small group instruction is utilized to increase English proficiency through conversation and is differentiated towards the need level of the group.

### **Response to Intervention (“RtI”)**

The RtI team evaluates students by collecting data from formative and summative assessments, including: PS or NWEA, the State’s assessment, BRI, Standardized Test for Assessment of Reading (“STAR”), Susan Barton (pre- and post- assessments), *Math in Focus* (pre- and post- unit assessments), STEP, Curriculum Based Measurement (“EasyCBM”), teacher generated and curriculum generated assessments given in the general education classes, running records, and teacher observations. Data is analyzed to find students who need additional support.

To qualify for RtI support

- a student, in language arts, must score two years below grade level on a BRI and STAR assessment and score in the “not proficient level” in PS or NWEA;
- a student, in math, must score below 80% on the *Math in Focus* post-test and score in the “not proficient” level in PS or NWEA;
- gifted students, in language arts, must score 98% grade level proficiency on the BRI and STAR assessment and be “highly proficient” on the PS or NWEA;
- gifted students in math, must score 98% on the *Math In Focus* end of year grade level assessment and be highly proficient in the PS or NWEA.

Assessment data is used as a key lever for driving and re-adjusting instruction in-the-moment for lead teachers, co-teachers, special education teachers, RtI teachers, and other student support staff.

For qualifying students, an IAP is produced and states three goals for growth over a four-week period for each student. The plan is developed from data collected in collaboration between the SST, teachers, and parents. The *Susan Barton Reading and Spelling System*, *HOSTS/MATCH* lesson plans, *Singapore Math*, *I Wonder and Mini Mysteries*, BER (Bureau of Education and Research) Reading DVD Training Programs, and *Reading Horizons* are used for RtI intervention. The Pre-Referral Intervention Manual is utilized for educational and parental support strategies. The RtI Team empowers parents by giving ideas for support to be used at home. An environment of collaboration takes place between the teacher of the student who needs extra support and the RtI Professional Team. The RtI Professional Team collaborates as needed to discuss each student and the Director of Student Services checks-in biweekly with each RtI team member.

### **Middle School Educational Program**

With a ‘college to career connections’ mindset, the middle school team addresses two pivotal questions: “What do we want an eighth grade graduate to look like when he/she graduates from New Branches?” and “What skills are necessary for success in a global economy?” The overarching goal of the Academy’s Middle School Educational Program is getting the students to work as a team while exposing students to the world of high school, post-secondary education, and the world of work. The Academy’s Middle School Model includes a rigorous and systematic learning community in which teachers are part of interdisciplinary teams that share the same students and have common, collaborative planning time to intentionally and deliberately share instructional best practices to meet the differentiated needs of students. The model also offers a robust academic curriculum based on the CCSS, NGSS, and GLCE. Additionally, the model includes professional development opportunities for teachers and the use of curriculum and instructional coaches from the Instructional Leadership Team (“ILT”) to support teachers and students.

For a successful transition to high school, college, and the workforce, students are taught the following habits and skills that prepare the student academically, socially, emotionally, cognitively, and morally

- how to be an excellent writer
- how to be career-focused and environmentally conscious
- how to articulate and communicate ideas verbally and in writing
- how to be organized, self-managed and motivated
- how to question the world around them and investigate answers
- how to solve problems and work with diverse people
- how to be confident in their abilities
- how to be leaders in their school and community
- how to be highly focused and driven on work, learning and life lessons
- how to recognize issues and find workable means for dealing with problems
- how to be a disciplined thinker that is clear, rational, open minded, and informed by evidence
- how to understand the importance of prioritization and order of precedence in problem solving
- how to implement study skills, particularly for passing tests, quizzes and other exams
- how to have the ability and stamina to deal with a rigorous work load
- how to work and live with integrity
- how to have courage to stand up for what you believe in, determination, strong character-to model and make a difference, and grit
- how to deal with stress using coping tactics
- how to build meta-cognition

### **Educational Development Plans (“EDP”)**

At the beginning of each school year, the school guidance counselor implements EDP with all sixth through eighth grade students via one-on-one goal-setting meetings. The EXPLORE<sup>®</sup> assessment guides eighth grade students on a career path. In addition, the school guidance counselor conducts Career Cruisers, which starts out as assessments in sixth grade and follows students through high school. In collaboration with teachers, parents, students, and school leaders, the school guidance counselor distributes copies of the EDP by mid-October toward the goal of monitoring students’ success. Teachers and school leaders use the data from students’ EDP to align lessons to students’ career goals, interests, and educational needs. Parents, students, teachers, and the school guidance counselor frequently meet to develop career paths that consist of revisiting students’ goals and making sure students’ are on track toward obtaining personal goals and career aspirations.

### **Program Evaluation**

The Academy employs several methods to evaluate the effectiveness of the implementation, delivery, and support of the Educational Program. Effective teaching is a key component ensuring the full implementation of the Educational Program. Teachers are regularly observed by the school leader and the ILT using both formal and informal methods through the Danielson’s Framework. The evaluation process allows for constructive feedback to be exchanged and used to improve instructional practices. In addition to performance evaluations, professional development opportunities are offered at the individual and school wide level. Continual professional

development enhances instructional practices, provides opportunities for collaboration and cooperation with other teachers and other stakeholders, and contributes to the overall implementation of the Educational Program. Furthermore, as indicated, Academy staff also meet to analyze data. Through data analysis, the Academy determines curricular and instructional readjustments.

**SECTION D**  
**CURRICULUM**

## CURRICULUM

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.4, the Academy shall implement, deliver, and support the curriculum identified in this schedule.

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The Academy has adopted written curriculum and the Michigan Model for Health. The curriculum for subjects and courses identified in this schedule is available electronically and accessible at the following links:

- Michigan Model for Health <http://www.emc.cmich.edu/mm/default.htm>

The curriculum has been reviewed and approved by The Center for Charter Schools.

### **Elementary**

The following subjects/courses are offered at the Academy.

Course	K	1	2	3	4	5	6	7	8
English Language Arts	X	X	X	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X	X	X	X
Science	X	X	X	X	X	X	X	X	X
Social Studies	X	X	X	X	X	X	X	X	X
Physical Education	X	X	X	X	X	X	X	X	X
Art	X	X	X	X	X	X	X	X	X
Music	X	X	X	X	X	X	X	X	X
Spanish	X	X	X	X	X	X	X	X	X

## SCOPE AND SEQUENCE

Grade Level: Kindergarten

Subject: ELA

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

Learning to confidently communicate, speak, listen, read and write are multifaceted processes that require a wide variety of instructional approaches during a continuum of growth. In kindergarten, teachers need to capitalize on the active and the social nature of kindergarteners and their instructional needs to include rich demonstrations, interactions, and models of literacy during projects and play activities that make sense to five and six year-old children. The *Common Core State Standards – Key Design Considerations* states that **“the use of play with young children is welcome as a valuable activity in its own right and as a way to help students meet the expectations of this document”** (<http://www.corestandards.org/ELA-Literacy>). Teaching literacy to kindergarteners is built upon a centers-based classroom (library, drama, blocks, math, science, art, writing, and computers) where teachers scaffold experiences with language, listening, speaking, writing, and letters and sounds through a combination of teacher-lead and child-initiated activities. Not all kindergarten children come to school with similar knowledge about language and print, so teachers need to carefully observe where each child is developmentally and adapt instruction for individual differences. (Learning to Read and Write, Susan B. Neuman, Carol Copple and Sue Bredekamp, National Association of Children, 2000).

**Each month sight words are added RF.K.3c**

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
Approximate number of instructional days: September  How the unit will be assessed:  Concepts of Print QRI MLPP *letter naming *letter sounds	Unit 1 Title: Writing Names Rhyming Letter Recognition Concepts of Print (title, title page, front cover, back cover) Opposites	<p><a href="#">CCSS.ELA-Literacy.RI.K.5</a> Identify the front cover, back cover, and title page of a book.</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.1a</a> Follow words from left to right, top to bottom, and page by page.</p> <p><a href="#">CCSS.ELA-Literacy.SL.K.1</a> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><a href="#">CCSS.ELA-Literacy.SL.K.1a</a> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><a href="#">CCSS.ELA-Literacy.SL.K.1b</a> Continue a conversation through multiple exchanges.</p> <p><a href="#">CCSS.ELA-Literacy.SL.K.4</a> Describe familiar people, places, things, and events and, with prompting</p>	

		<p>and support, provide additional detail.</p> <p><a href="#">CCSS.ELA-Literacy.L.K.5a</a> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><a href="#">CCSS.ELA-Literacy.L.K.5b</a> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p><a href="#">CCSS.ELA-Literacy.L.K.5c</a> Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p>	
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<b>Instructional Window #2</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: October</p> <p>How the unit will be assessed:</p> <p>Guided Reading Small groups (RTI)</p>	<p>Unit 2 Title: Concepts of Print (letters vs. words, L-R Progression, tracking words, return sweep)</p> <p>Letter Recognition</p> <p>Letter Sounds</p> <p>Syllables</p> <p>Writing Letters</p> <p>Beginning Sounds</p> <p>Spaces in Writing</p> <p>Predictions (Using the pictures)</p>	<p><a href="#">CCSS.ELA-Literacy.RL.K.3</a> With prompting and support, identify characters, settings, and major events in a story.</p> <p><a href="#">CCSS.ELA-Literacy.RL.K.5</a> Recognize common types of texts (e.g., storybooks, poems).</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.2</a> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.2a</a> Recognize and produce rhyming words.</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.1</a> Demonstrate understanding of the organization and basic features of print.</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.1b</a> Recognize that spoken words are represented in written language by specific sequences of letters.</p>	

		<p><a href="#">CCSS.ELA-Literacy.RF.K.1c</a> Understand that words are separated by spaces in print.</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.1d</a> Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><a href="#">CCSS.ELA-Literacy.L.K.1a</a> Print many Upper and lowercase letters.</p>	
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<b>Instructional Window #3</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: November</p> <p>How the unit will be assessed: Guided Reading Small Groups (RTI)</p>	<p>Unit 3 Title: Author and Illustrator Asking and Answering Questions Segmenting Letter Recognition Letter Sounds Writing Letters Ending Sounds Listening Comprehension (predict, characters, setting) Word Families</p>	<p><a href="#">CCSS.ELA-Literacy.RL.K.6</a> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><a href="#">CCSS.ELA-Literacy.RL.K.4</a> Ask and answer questions about unknown words in a text.</p> <p><a href="#">CCSS.ELA-Literacy.RI.K.4</a> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><a href="#">CCSS.ELA-Literacy.RI.K.6</a> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.2b</a> Count, pronounce, blend, and segment syllables in spoken words.</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.3a</a> Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for</p>	

		<p>each consonant.</p> <p><a href="#">CCSS.ELA-Literacy.L.K.2c</a> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	
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<b>Instructional Window #4</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: December</p> <p>How the unit will be assessed:</p>	<p>Unit 4 Title: Comparing Characters Blend and Segment Adding Details to Writing (pictures) Recognize and Write all letters</p>	<p><a href="#">CCSS.ELA-Literacy.RL.K.7</a> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (RL.K.8 not applicable to literature)</p> <p><a href="#">CCSS.ELA-Literacy.RL.K.9</a> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.2c</a> Blend and segment onsets and rimes of single-syllable spoken words.</p> <p><a href="#">CCSS.ELA-Literacy.SL.K.2</a> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><a href="#">CCSS.ELA-Literacy.SL.K.3</a> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	

		<p><a href="#">CCSS.ELA-Literacy.SL.K.5</a> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><a href="#">CCSS.ELA-Literacy.SL.K.6</a> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
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Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: January</p> <p>How the unit will be assessed: MLPP *Onset &amp; Rime *Segmenting *Word List Rigby *Comprehension</p>	<p>Unit 5 Title: Retelling Describing Words Blending and Segmenting Short Vowels</p>	<p><a href="#">CCSS.ELA-Literacy.RL.K.1</a> With prompting and support, ask and answer questions about key details in a text.</p> <p><a href="#">CCSS.ELA-Literacy.RL.K.2</a> With prompting and support, retell familiar stories, including key details.</p> <p><a href="#">CCSS.ELA-Literacy.RI.K.2</a> With prompting and support, identify the main topic and retell key details of a text.</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.3c</a> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><a href="#">CCSS.ELA-Literacy.W.K.7</a> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><a href="#">CCSS.ELA-Literacy.L.K.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and</p>	

		<p>content.</p> <p><a href="#">CCSS.ELA-Literacy.L.K.5</a> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><a href="#">CCSS.ELA-Literacy.L.K.5ed</a> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	
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Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: February</p> <p>How the unit will be assessed: Guided Reading Small Groups (RTI) QRI</p>	<p>Unit 6 Title: Sentence Writing Medial Sounds Opinion Pieces Adding /s / or /es/ Beginning/Middle/End Connections</p>	<p><a href="#">CCSS.ELA-Literacy.RL.K.10</a> Actively engage in group reading activities with purpose and understanding.</p> <p><a href="#">CCSS.ELA-Literacy.RI.K.10</a> Actively engage in group reading activities with purpose and understanding.</p> <p><a href="#">CCSS.ELA-Literacy.RI.K.1</a> With prompting and support, ask and answer questions about key details in a text.</p> <p><a href="#">CCSS.ELA-Literacy.W.K.1</a> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><a href="#">CCSS.ELA-Literacy.L.K.1b</a> Use frequently occurring nouns and verbs.</p> <p><a href="#">CCSS.ELA-Literacy.L.K.1c</a> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	

		<p><a href="#">CCSS.ELA-Literacy.L.K.1e</a> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p><a href="#">CCSS.ELA-Literacy.SL.K.1</a> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	
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Instructional Window #7	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: March</p> <p>How the unit will be assessed: Guided Reading Small Groups (RTI) Writing Prompt</p>	<p>Unit 7 Title: Beginning/Middle/End Non-Fiction Poetry CVC Words Writing Connections</p>	<p><a href="#">CCSS.ELA-Literacy.RI.K.8</a> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><a href="#">CCSS.ELA-Literacy.RI.K.9</a> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.2d</a> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p><sup>1</sup> Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.</p> <p><a href="#">CCSS.ELA-Literacy.L.K.2d</a> Spell simple words</p>	

		<p>phonetically, drawing on knowledge of sound-letter relationships.</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.2e</a> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><a href="#">CCSS.ELA-Literacy.L.K.4b</a> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p><a href="#">CCSS.ELA-Literacy.W.K.2</a> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	
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<b>Instructional Window #8</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: April</p> <p>How the unit will be assessed: Guided Reading Small Groups (RTI)</p>	<p>Unit 8 Title: Connections Long Vowels Question Words Conventions</p>	<p><a href="#">CCSS.ELA-Literacy.RI.K.3</a> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><a href="#">CCSS.ELA-Literacy.RI.K.7</a> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.3b</a> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.3d</a> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	

		<p><a href="#">CCSS.ELA-Literacy.W.K.3</a> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.4 begins in grade 3)</p> <p><a href="#">CCSS.ELA-Literacy.L.K.1d</a> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p><a href="#">CCSS.ELA-Literacy.L.K.2b</a> Recognize and name end punctuation.</p> <p><a href="#">CCSS.ELA-Literacy.L.K.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><a href="#">CCSS.ELA-Literacy.L.K.2a</a> Capitalize the first word in a sentence and the pronoun. (L.K.3 begins in grade 2)</p>	
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<b>Instructional Window #9</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: May/June</p> <p>How the unit will be assessed: MLPP QRI Writing Prompt</p>	<p>Unit 9 Title: Conventions Complete Sentences Fluency</p>	<p><a href="#">CCSS.ELA-Literacy.L.K.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><a href="#">CCSS.ELA-Literacy.L.K.1f</a> Produce and expand complete sentences in shared language activities.</p> <p><a href="#">CCSS.ELA-Literacy.RF.K.4</a> Read emergent-reader texts with purpose and understanding.</p> <p><a href="#">CCSS.ELA-Literacy.W.K.5</a> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><a href="#">CCSS.ELA-Literacy.W.K.6</a> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in</p>	

		<p>collaboration with peers.</p> <p><a href="#">CCSS.ELA-Literacy.W.K.8</a> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.9 begins in grade 4) (W.K.10 begins in grade 3)</p> <p><a href="#">CCSS.ELA-Literacy.L.K.6</a> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><a href="#">CCSS.ELA-Literacy.L.K.4a</a> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>	
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## SCOPE AND SEQUENCE

Grade Level: Kindergarten

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: September</p> <p>How the unit will be assessed: Chapter 1 Test</p>	<p>Unit 1 Title: Chapter 1 Numbers to 5 (16 days)</p> <p>Begin Chapter 2 Numbers to 10 (3 days)</p>	<p>K.CC..3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC..4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>	

		<p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.</p>	
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Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: October</p> <p>How the unit will be assessed: Chapter 2 Test Assessment A Chapter 3 Test</p>	<p>Unit 2 Title: Chapter 2 Numbers to 10 (14 days)</p> <p>Chapter 3 Order by Length, Size, and Weight (9 days)</p>	<p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	

		<p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p> <p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.</p> <p>Chapter 3</p> <p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.</p> <p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	
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Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: November</p> <p>How the unit will be assessed: Chapter 4 Test</p>	<p>Unit 3 Title: Chapter 4 Counting Numbers 0-10 (24 days)</p>	<p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>	

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: December</p> <p>How the unit will be assessed: Chapter 5 Test</p>	<p>Unit 4 Title: Chapter 5 Size and Position (8 days)</p> <p>Begin Chapter 6 Numbers to 20 (5 days)</p>	<p>K.CC.1 Count to 100 by ones and by tens. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.</p> <p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>	

		<p>Chapter 6</p> <p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>	
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Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: January</p> <p>How the unit will be assessed: Chapter 6 Test Assessment B Chapter 7 Test</p>	<p>Unit 5 Title: Chapter 6 Numbers to 20 (11 days)</p> <p>Chapter 7 Solid and Flat Shapes (10 days)</p>	<p>K.CC.1 Count to 100 by ones and by tens. K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.4c Understand that each successive number name refers to a quantity that is one larger. K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>Chapter 7 K.G.2 Correctly name shapes regardless of their orientations or overall size. K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). K.G.4 Analyze and compare two- and three- dimensional shapes, in different sizes and orientations,</p>	

		<p>using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6 Compose simple shapes to form larger shapes.</p>	
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Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: February</p> <p>How the unit will be assessed: Chapter 8 Test</p>	<p>Unit 6 Title: Chapter 8 Numbers to 100 (18 days)</p>	<p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>	

Instructional Window #7	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: March</p> <p>How the unit will be assessed:            Chapter 9 Test            Assessment C            Chapter 11 Test            Chapter 12 Test</p>	<p>Unit 7 Title:            Chapter 9            Comparing Sets            (10 days)</p> <p>Chapter 11            Calendar and            Patterns            (4 days)</p> <p>Chapter 12            Counting On and            Counting Back            (7 days)</p>	<p>K.CC.1 Count to 100 by ones and by tens.            K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).            K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).            K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.            K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.            K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.            K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>Chapter 11            K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.            K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	

		<p>Chapter 12</p> <p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>	
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		K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	
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Instructional Window #8	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: April</p> <p>How the unit will be assessed: Chapter 13 Test Chapter 14 Test Assessment D Chapter 15 Test</p>	<p>Unit 8 Title: Chapter 13 Patterns (3 days)</p> <p>Chapter 14 Number Facts to 10 (10 days)</p> <p>Chapter 15 Length and Height (7 days)</p>	<p>Chapter 13 K.G.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>Chapter 14 K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. K.CC.4b Understand that the last number name said</p>	

		<p>tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p>K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>Chapter 15</p> <p>K.CC.1 Count to 100 by ones and by tens. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4a When counting objects, say the number</p>	
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		<p>names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.</p>	
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Instructional Window #9	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: May/June</p> <p>How the unit will be assessed:            Chapter 16 Test            Chapter 17 Test            Chapter 18 Test            Chapter 19 Test            Assessment E</p>	<p>Unit 9 Title:            Chapter 16            Classifying and Sorting            (5 days)</p> <p>Chapter 17            Addition Stories            (6 days)</p> <p>Chapter 18            Subtraction Stories            (7 days)</p> <p>Chapter 19            Measurement            (7 days)</p>	<p>Chapter 16            K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.            K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.            K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.            K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>Chapter 17 and 18            K.CC.1 Count to 100 by ones and by tens. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).            K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.            K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.            K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.            K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>	

		<p>Chapter 19</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.</p>	
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## SCOPE AND SEQUENCE

Grade Level: Kindergarten

Subject: Science

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**My Earth:** The essential learning in Earth science for the kindergarten student is to be able to identify different Earth materials and recognize the Earth materials necessary to grow plants, linking the common thread of understanding in life science and Earth science.

**Force and Motion:** The kindergarten content expectations for physical science are meant to build on and use the early learners' ability to correctly sense some of the behaviors of simple mechanical objects and the motion of objects. The central idea is for the young learner to be able to attach appropriate language that describes motion, compares motion, and begin to develop an understanding of forces and their relationship to changes in motion. Finally the students are introduced to the concept that objects fall toward the Earth and that the force that pulls objects toward Earth affects the motion of all objects.

**Senses:** Students learn that there are five senses. Students use their senses to make purposeful observations about the world. Students will sort objects based on observable attributes including shape, size, color, sound, and smell.

**Is It Living?:** The kindergarten content expectations for life science build a greater understanding of the basic needs of all living things and classifying living and nonliving things. Through direct classroom experiences of living things and their habitats, students begin to think beyond movement as the defining characteristic of life and recognize characteristics of living things with eating, breathing, and reproducing.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
Approximate number of instructional days: September October  How the unit will be assessed: Pre-Test and Post Test	Unit 1 Title: My Earth		<p><i><b>K-7 Standard E.SE:</b> Develop an understanding of the properties of Earth materials and how those properties make materials useful. Understand gradual and rapid changes in Earth materials and features of the surface of Earth. Understand magnetic properties of Earth.</i></p> <p><b>E.SE.E.1 Earth Materials- Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.</b></p> <p><b>E.SE.00.11</b> Identify Earth materials that occur in</p>

			nature (sand, rocks, soil, water). * <b>E.SE.00.12</b> Describe how Earth materials contribute to the growth of plant and animal life. *
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Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: November and January</p> <p>How the unit will be assessed: Pre-Test and Post-Test</p>	<p>Unit 2 Title: Force and Motion</p>		<p><b>K-7 Standard P.FM:</b> <i>Develop an understanding that the position and/or motion of an object is relative to a point of reference. Understand forces affect the motion and speed of an object and that the net force on an object is the total of all of the forces acting on it. Understand the Earth pulls down on objects with a force called gravity. Develop an understanding that some forces are in direct contact with objects, while other forces are not in direct contact with objects.</i></p> <p><b>P.FM.E.1 Position- A position of an object can be described by locating the object relative to other objects or a background. *</b></p> <p><b>P.FM.00.11</b> Describe the position of an object (for example: above, below, in front of, behind, on) in relation to other objects around it. * <b>P.FM.00.12</b> Describe the direction of a moving object (for example: away from or closer to) from different observers' views. *</p> <p><b>P.FM.E.2 Gravity- Earth pulls down on all objects with a force called gravity. With very few exceptions, objects fall to the ground no matter</b></p>

			<p><b>where the object is on the Earth.</b></p> <p><b>P.FM.00.21</b> Observe how objects fall toward the earth.</p> <p><b>P.FM.E.3 Force- A force is either a push or a pull. The motion of objects can be changed by forces. The size of the change is related to the size of the force. The change is also related to the weight (mass) of the object on which the force is being exerted. When an object does not move in response to a force, it is because another force is being applied by the environment.</b></p> <p><b>P.FM.00.31</b> Demonstrate pushes and pulls on objects that can move. *</p> <p><b>P.FM.00.32</b> Observe that objects initially at rest will move in the direction of the push or pull.</p> <p><b>P.FM.00.33</b> Observe how pushes and pulls can change the speed or direction of moving objects.</p> <p><b>P.FM.00.34</b> Observe how shape (for example: cone, cylinder, sphere) and mass of an object can affect motion. *</p>
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Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: February and March</p> <p>How the unit will be assessed: Pre-Test and Post-Test</p>	<p>Unit 3 Title: Senses</p>		<p>S.IP.00.11-16</p> <p>The Kindergarten Unit 1: <i>Observations with Senses</i> is the only unit in the K-7 Science Curriculum that focuses entirely on inquiry and science skills rather than science content within inquiry.</p> <p><b>Instructional Clarifications</b></p> <p>1. A purposeful observation is to look closely and carefully at something to learn more about it. 2. The senses include the sense of sight, sound, touch, smell, and taste. 3. Appropriate senses refer to limited and appropriate use of senses in science for safety. 4. The sense of taste is only explored in carefully supervised and controlled investigations. Permission is required to use the sense of taste. 5. The sense of smell is only explored using the “waffing” technique and not a direct smell or inhalation of the material. 6. Students recognize that good observations are not limited to the sense of sight, but include purposeful observations using all the appropriate senses within safety guidelines.</p> <p><b>Assessment Clarifications</b></p> <p>1. The senses include the sense of sight, sound, touch, smell, and taste. 2. Appropriate senses refer to limited and appropriate use of senses in science for safety. 3. Students recognize that good observations are not limited to the sense of sight, but include purposeful observations using all the appropriate senses within safety guidelines.</p>

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: April and May</p> <p>How the unit will be assessed: Pre-Test and Post-Test</p>	<p>Unit 4 Title: Is It Living?</p>		<p><b>K-7 Standard L.OL:</b> <i>Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.</i></p> <p><b>L.OL.E.1 Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.</b></p> <p><b>L.OL.00.11</b> Identify that living things have basic needs. <b>L.OL.00.12</b> Identify and compare living and nonliving things.</p>

## SCOPE AND SEQUENCE

Grade Level: Kindergarten

Subject: Social Studies

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

Using a familiar context for five and six year olds, kindergartners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of "Myself and Others." Accordingly, each discipline focuses on developing rudimentary understandings through an integrated approach to the field.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: September</p> <p>How the unit will be assessed: Class Book: Number One Rule</p>	<p>Unit 1 Title: Class Rules Flag: Pledge of Allegiance</p>		<p>P3.1 Identifying and Analyzing Public Issues <i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i> K – P3.1.1 Identify classroom issues.</p> <p>K – C2.0.1 Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety). K – C2.0.2 Describe fair ways for groups to make decisions. K – C2.0.3 Identify our country's flag as an important symbol of the United States.</p>

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: October</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: Create a question for a survey and complete.</p>	<p>Unit 2 Title: Living and Working Together</p> <p>Surveys</p>		<p>H2 Living and Working Together <i>Use historical thinking to understand the past.</i></p> <p>K – H2.0.1 Distinguish among yesterday, today, tomorrow.</p> <p>K – H2.0.2 Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).</p> <p>K – H2.0.3 Identify the beginning, middle, and end of historical narratives or stories.</p> <p>K – H2.0.4 Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).</p> <p>K – P3.1.2 Use simple graphs to explain information about a classroom issue.</p>

Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:</p> <p>How the unit will be assessed: Make a map of your room.</p>	<p>Unit 3 Title: Mapping</p> <p>Pilgrims and Native Americans</p>		<p>K – G1.0.1 Recognize that maps and globes represent places.</p> <p>K – G1.0.2 Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.</p> <p>K – G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).</p>

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: December</p> <p>How the unit will be assessed:</p>	<p>Unit 4 Title: Holidays Around the World</p>		

Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: January</p> <p>How the unit will be assessed: Class Book: How we can be kind.</p>	<p>Unit 5 Title: Martin Luther King Jr Peace Education Week Fairness</p> <p>Common Good</p>		<p>K – C2.0.2 Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).</p> <p>K – C2.0.3 Describe fair ways for groups to make decisions.</p>

Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: February</p> <p>How the unit will be assessed: Class book: If I were President of the United States...</p> <p>Sort needs and wants. Draw: One need and one want</p>	<p>Unit 6 Title: Needs/Wants</p> <p>President's Day</p> <p>Role of a Citizen</p>		<p>K – G5.0.1 Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).</p> <p>K - E1.0.1 Describe economic wants they have experienced.</p> <p>K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).</p>

Instructional Window #7	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: March</p> <p>How the unit will be assessed: Home Learning Project</p>	<p>Unit 7 Title: Goods and Services</p> <p>Home Learning Projects</p>		<p>K - E1.0.2 Distinguish between goods and services.</p> <p>K - E1.0.3 Recognize situations in which people trade.</p> <p>K – P4.2.2 Participate in projects to help or inform others.</p>

Instructional Window #8	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: April</p> <p>How the unit will be assessed:</p>	<p>Unit 8 Title: Public Issues Compare Communicate Participate</p>		<p>K – P3.1.3 Compare their viewpoint about a classroom issue with the viewpoint of another person.</p> <p>K – P3.3.1 Express a position on a classroom issue.</p> <p>K – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.</p>

Instructional Window #9	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: May/June</p> <p>How the unit will be assessed:</p>	<p>Unit 9 Title:</p>		

## SCOPE AND SEQUENCE

Grade Level:   FIRST  

Subject:            ELA           

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Recognize and use concepts of print.
2. Use phoneme manipulation to identify and understand words.
3. Use phonemic awareness to decode words.
4. Read with fluency and accuracy.
5. Ask questions to get information.
6. Retell stories and parts of stories.
7. Read poetry.
8. Compare and contrast stories and points of view.
9. Write narratives.
10. Use proper grammar in speaking and writing.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>Approximate number of re-teaching days: <b>2 weeks if necessary</b></p> <p>How the unit will be assessed: <b>Observation, Informal and Formal</b></p>	<p>Unit 1 Title: <b>OFF WE GO RACEWAY</b></p> <p><b>Steps 1-14</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.1</a> Demonstrate understanding of the organization and basic features of print.  Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.2</a> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  Orally produce single-syllable words by blending sounds (phonemes), including</li> </ul>	

<p><b>Assessments, Informal documentation in the form of anecdotal notes</b></p>		<p>consonant blends.</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul> <p>Know the spelling-sound correspondences for common consonant digraphs.</p> <p>Decode regularly spelled one-syllable words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.4</a> Read with sufficient accuracy and fluency to support comprehension</li> </ul>	
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		<p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.1</a> Ask and answer questions about key details in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.2</a> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.3</a> Describe characters, settings, and major events in a story, using key details.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.4</a> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.5</a> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.6</a> Identify who is telling the story at various points in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.7</a> Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.9</a> Compare and</li> </ul>	
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		<p>contrast the adventures and experiences of characters in stories.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.10</a> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.1.3</a> Write narratives in which they recount two or more appropriately sequenced events, some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>• <a href="#">CCSS.ELA-Literacy.SL.1.1</a> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</li> </ul> <p>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>responding to the comments of others through multiple exchanges.</p> <p>Ask questions to clear up any confusion about the topics and texts under discussion.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.SL.1.3</a> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>• <a href="#">CCSS.ELA-Literacy.L.1.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> </ul>	
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		<p>Print all upper- and lowercase letters.</p> <p>Use common, proper, and possessive nouns.</p> <p>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>Use frequently occurring adjectives.</p> <p>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>Use determiners (e.g., articles, demonstratives).</p> <p>Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand key details.
2. Describe connections in literature.
3. Ask questions to clarify word meaning.
4. Use pictures for meaning.
5. Identify authors meaning in text and supporting details
6. Write an opinion piece using supporting details.

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>Approximate number of re-teaching days: <b>2 weeks if necessary</b></p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 2 Title: <b>Steps 15-18</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.1</a> Demonstrate understanding of the organization and basic features of print.                             <p style="margin-left: 40px;">Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> </li> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.2</a> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                             <p style="margin-left: 40px;">Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p style="margin-left: 40px;">Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p style="margin-left: 40px;">Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p style="margin-left: 40px;">Segment spoken single-syllable words into</p> </li> </ul>	

		<p>their complete sequence of individual sounds (phonemes).</p> <ul style="list-style-type: none"> <li> <a href="#">CCSS.ELA-Literacy.RF.1.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.           <p>Know the spelling-sound correspondences for common consonant digraphs.</p> <p>Decode regularly spelled one-syllable words</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words</p> </li> <li> <a href="#">CCSS.ELA-Literacy.RF.1.4</a> Read with sufficient accuracy and fluency to support comprehension           <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> </li> </ul>	
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		<p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.1</a> Ask and answer questions about key details in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.2</a> Identify the main topic and retell key details of a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.3</a> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.4</a> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.5</a> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.6</a> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.7</a> Use the illustrations and details in a text to describe its key ideas.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.8</a> Identify the reasons an author gives to support points in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.9</a> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.10</a> With prompting and support, read informational texts appropriately</li> </ul>	
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		<p>complex for grade 1.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.1.1</a> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.1.3</a> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>• <a href="#">CCSS.ELA-Literacy.L.1.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul> <p>Print all upper- and lowercase letters.</p> <p>Use common, proper, and possessive nouns.</p> <p>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	
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		<p>Use frequently occurring adjectives.</p> <p>Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p> <p>Use determiners (e.g., articles, demonstratives).</p> <p>Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>).</p> <p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.L.1.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul> <p>Capitalize dates and names of people.</p> <p>Use end punctuation for sentences.</p> <p>Use commas in dates and to separate single words in a series.</p> <p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Recognize and use concepts of print.
2. Use phoneme manipulation to identify and understand words.
3. Use phonemic awareness to decode words.
4. Read with fluency and accuracy.
5. Ask questions to get information.
6. Retell stories and parts of stories.
7. Understand the use of one or more vowels long and short.
8. Understand silent Ee.
9. Ending Y and soft g.
10. Read and write color and number words.
11. Use proper grammar in speaking and writing.

Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>5 weeks</b></p> <p>Approximate number of re-teaching days: <b>2 weeks if necessary</b></p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in</b></p>	<p>Unit 3 Title: <b>Steps 19-21</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.1</a> Demonstrate understanding of the organization and basic features of print.  Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.2</a> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  Isolate and pronounce initial, medial vowel,</li> </ul>	

<p><b>the form of anecdotal notes</b></p>		<p>and final sounds (phonemes) in spoken single-syllable words.</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul> <p>Know the spelling-sound correspondences for common consonant digraphs.</p> <p>Decode regularly spelled one-syllable words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.4</a> Read with sufficient accuracy and fluency to support comprehension</li> </ul> <p>Read grade-level text with purpose and understanding.</p>	
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		<p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.1</a> Ask and answer questions about key details in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.2</a> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.3</a> Describe characters, settings, and major events in a story, using key details.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.4</a> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.5</a> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.6</a> Identify who is telling the story at various points in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.7</a> Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.9</a> Compare and contrast the adventures and experiences of characters in stories.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.10</a> With prompting</li> </ul>	
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		<p>and support, read prose and poetry of appropriate complexity for grade 1.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.1.3</a> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>• <a href="#">CCSS.ELA-Literacy.SL.1.1</a> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <p style="margin-left: 40px;">Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="margin-left: 40px;">responding to the comments of others through multiple exchanges.</p> <p style="margin-left: 40px;">Ask questions to clear up any confusion about the topics and texts under discussion.</p> </li> <li>• <a href="#">CCSS.ELA-Literacy.SL.1.3</a> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> </ul>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand key details.
2. Describe connections in literature.
3. Ask questions to clarify word meaning.
4. Use pictures for meaning.
5. Identify authors meaning in text and supporting details
6. Write an informational piece.
7. Read and write color and number words.

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>Approximate number of re-teaching days: <b>2 weeks if necessary</b></p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 4 Title: <b>Steps 22-23</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.1</a> Demonstrate understanding of the organization and basic features of print.  Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.2</a> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  Segment spoken single-syllable words into</li> </ul>	

		<p>their complete sequence of individual sounds (phonemes).</p> <ul style="list-style-type: none"> <li> <a href="#">CCSS.ELA-Literacy.RF.1.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.           <p>Know the spelling-sound correspondences for common consonant digraphs.</p> <p>Decode regularly spelled one-syllable words</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words</p> </li> <li> <a href="#">CCSS.ELA-Literacy.RF.1.4</a> Read with sufficient accuracy and fluency to support comprehension           <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> </li> </ul>	
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		<p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.1</a> Ask and answer questions about key details in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.2</a> Identify the main topic and retell key details of a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.3</a> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.4</a> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.5</a> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.6</a> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.7</a> Use the illustrations and details in a text to describe its key ideas.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.1.3</a> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>• <a href="#">CCSS.ELA-Literacy.SL.1.4</a> Describe people, places, things, and events with relevant details,</li> </ul>	
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		expressing ideas and feelings clearly.	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand key details.
2. Describe connections in literature.
3. Ask questions to clarify word meaning.
4. Identify authors meaning in text and supporting details
5. Write an informational piece.
6. Read and write color and number words.
7. Use and understand the "ow, au, qu and wh" sound as it applies to words.
8. Use and understand the "ew, ar, aw, ing, ang, ong, ung, oi and oy" sound as it applies to words.
9. Create a project which uses data provided from multiple sources as information.
10. Provide pictorial representations to add interest to the project.

Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>Approximate number of re-teaching days: <b>2 weeks if necessary</b></p> <p>How the unit will be assessed: <b>Observation, Informal and Formal</b></p>	<p>Unit 5 Title: <b>Steps 24-25</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.1</a> Demonstrate understanding of the organization and basic features of print.  Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.2</a> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  Orally produce single-syllable words by blending sounds (phonemes), including</li> </ul>	

<p><b>Assessments, Informal documentation in the form of anecdotal notes</b></p>		<p>consonant blends.</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul> <p>Know the spelling-sound correspondences for common consonant digraphs.</p> <p>Decode regularly spelled one-syllable words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.4</a> Read with sufficient accuracy and fluency to support comprehension</li> </ul>	
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		<p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.1</a> Ask and answer questions about key details in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.2</a> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.3</a> Describe characters, settings, and major events in a story, using key details.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.4</a> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.5</a> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.6</a> Identify who is telling the story at various points in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.7</a> Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.9</a> Compare and contrast the adventures and experiences of</li> </ul>	
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		<p>characters in stories.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.10</a> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.1.3</a> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.1.7</a> Participate in shared research and writing projects (e.g., explore a   use them to write a sequence of instructions).</li> <li>• <a href="#">CCSS.ELA-Literacy.SL.1.2</a> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• <a href="#">CCSS.ELA-Literacy.SL.1.5</a> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• <a href="#">CCSS.ELA-Literacy.SL.1.6</a> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</li> </ul>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand key details.
2. Describe connections in literature.
3. Ask questions to clarify word meaning.
4. Use pictures for meaning.
5. Identify authors meaning in text and supporting details
6. Use and understand the use of “oo” as in spoon, “oo” as in book and “tion” as it applies to words.
7. Use and understand the use of “gh” as it applies to words
8. Use and understand the use of “all, ar or dge, ue and le” as it applies to words.
9. Use and understand the use of “x, ie=e, ear=air, and ea=long a” as it applies to words.
10. Use and understand the use of “ea=e, ear=er and f to v+es” as it applies to words

Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>Approximate number of re-teaching days: <b>2 weeks if necessary</b></p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of</b></p>	<p>Unit 6 Title: <b>Steps 26-28</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.1</a> Demonstrate understanding of the organization and basic features of print.  Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.2</a> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken</li> </ul>	

<p><b>anecdotal notes</b></p>		<p>single-syllable words.</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul> <p>Know the spelling-sound correspondences for common consonant digraphs.</p> <p>Decode regularly spelled one-syllable words</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.4</a> Read with sufficient accuracy and fluency to support comprehension</li> </ul> <p>Read grade-level text with purpose and understanding.</p>	
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		<p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.1</a> Ask and answer questions about key details in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.2</a> Identify the main topic and retell key details of a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.3</a> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.4</a> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.5</a> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.6</a> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.7</a> Use the illustrations and details in a text to describe its key ideas.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.8</a> Identify the reasons an author gives to support points in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.9</a> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations,</li> </ul>	
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		<p>descriptions, or procedures).</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.10</a> With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.1.1</a> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.1.2</a> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.1.3</a> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.1.6</a> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.1.8</a> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Print all upper- and lowercase letters.</p> <p>Use common, proper, and possessive nouns.</p>	
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		<p>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>Use frequently occurring adjectives.</p> <p>Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>Use determiners (e.g., articles, demonstratives).</p> <p>Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Capitalize dates and names of people.</p> <p>Use end punctuation for sentences.</p> <p>Use commas in dates and to separate single words in a series.</p> <p>Use conventional spelling for words with common spelling patterns and for frequently</p>	
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		<p>occurring irregular words.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand key details.
2. Describe connections in literature.
3. Ask questions to clarify word meaning.
4. Identify authors meaning in text and supporting details.
5. Write a narrative with supporting and expressive.
6. With guidance edit the piece of writing.
7. Use and understand the "long i, long o, u as in short u and ui= oo as in long u" sound as it applies to words.
8. Use and understand the "or=er after w" sound as it applies to words.
9. Use and understand the "are=air, a=o and c=s after" sound as it applies to words.
10. Use and understand silent w, k, l, b, g, h and t as it applies to words.
11. Use and understand the "qu=k" sound as it applies to words.

<b>Instructional Window #7</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>Approximate number of re-teaching days: <b>2 weeks if necessary</b></p>	<p>Unit 7 Title: <b>Steps 29-33</b></p>	<ul style="list-style-type: none"> <li>• <a href="#"><u>CCSS.ELA-Literacy.RF.1.1</u></a> Demonstrate understanding of the organization and basic features of print.  Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> <li>• <a href="#"><u>CCSS.ELA-Literacy.RF.1.2</u></a> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in</li> </ul>	

<p>How the unit will be assessed:  <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>		<p>spoken single-syllable words.</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul> <p>Know the spelling-sound correspondences for common consonant digraphs.</p> <p>Decode regularly spelled one-syllable words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate</p>	
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		<p>irregularly spelled words</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.4</a> Read with sufficient accuracy and fluency to support comprehension</li> </ul> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.1</a> Ask and answer questions about key details in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.2</a> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.3</a> Describe characters, settings, and major events in a story, using key details.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.4</a> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.5</a> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.6</a> Identify who is telling the story at various points in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.7</a> Use illustrations and details in a story to describe its characters,</li> </ul>	
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		<p>setting, or events.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.9</a> Compare and contrast the adventures and experiences of characters in stories.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.1.10</a> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.1.3</a> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.1.5</a> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> <li>• <a href="#">CCSS.ELA-Literacy.L.1.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ul> </li> <li>• <a href="#">CCSS.ELA-Literacy.L.1.5</a> With guidance and</li> </ul>	
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		<p>support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.L.1.6</a> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</li> </ul>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand key details.
2. Describe connections in literature.
3. Ask questions to clarify word meaning.
4. Use pictures for meaning.
5. Identify authors meaning in text and supporting details
6. Use and understand the use of "ph=f" as it applies to words.
7. Use and understand the use of "ck=k and ss=sh" as it applies to words
8. Use and understand the use of "t=ch and "ch=sh as it applies to words.
9. Use and understand the use of "ous" as it applies to words.

Instructional Window #7	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>Approximate number of re-teaching days: <b>2 weeks if necessary</b></p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 8 Title: <b>Steps 34-36</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.1</a> Demonstrate understanding of the organization and basic features of print.  Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.2</a> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> </ul>	

		<p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul> <p>Know the spelling-sound correspondences for common consonant digraphs.</p> <p>Decode regularly spelled one-syllable words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RF.1.4</a> Read with sufficient accuracy and fluency to support comprehension</li> </ul> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on</p>	
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		<p>successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.1</a> Ask and answer questions about key details in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.2</a> Identify the main topic and retell key details of a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.3</a> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.4</a> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.5</a> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.6</a> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.7</a> Use the illustrations and details in a text to describe its key ideas.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.8</a> Identify the reasons an author gives to support points in a text.</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.9</a> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>• <a href="#">CCSS.ELA-Literacy.RI.1.10</a> With prompting and support, read informational texts appropriately</li> </ul>	
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		<p>complex for grade 1.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.1.3</a> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.1.5</a> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> <li>• <a href="#">CCSS.ELA-Literacy.L.1.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ul> </li> <li>• <a href="#">CCSS.ELA-Literacy.L.1.5</a> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> </ul> </li> </ul>	
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		<p>Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.L.1.6</a> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</li> </ul>	
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## SCOPE AND SEQUENCE

Grade Level: 1

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

### Chapter 1: Numbers to 10

- Count from 0 to 10 objects
- Read and write 0 to 10 in numbers and words
- Compare two sets of objects by using one-to-one correspondence
- Identify the set that has more, fewer, or the same number of objects
- Identify the number that is greater than or less than another number
- Make number patterns

Instructional Window #1	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>10</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 1 Title:</p> <p><b>Chapter 1: Numbers to 10</b></p>	<ul style="list-style-type: none"> <li>• <b>1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</li> <li>• <b>CC.K-12.MP.1</b> Make sense of problems and persevere in solving them.</li> <li>• <b>CC.K-12.MP.2</b> Reason abstractly and quantitatively.</li> <li>• <b>CC.K-12.MP.3</b> Construct viable arguments and critique the reasoning of others.</li> <li>• <b>CC.K-12.MP.5</b> Use appropriate tools strategically.</li> <li>• <b>CC.K-12.MP.6</b> Attend to precision</li> <li>• <b>CC.K-12.MP.8</b> Look for and express regularity in repeated reasoning.</li> </ul>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**Chapter 2: Number Bonds**

- Use connecting cubes or a math balance to find number bonds
- Find different number bonds for numbers to 10
- Analyze parts and whole using deduction

Instructional Window #2	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>8</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed:  <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 2 Title:</p> <p><b>Chapter 2: Number Bonds</b></p>	<ul style="list-style-type: none"> <li>• <b>1.OA.3</b> Apply properties of operations as strategies to add and subtract.</li> <li>• <b>CC.K-12.MP.1</b> Make sense of problems and persevere in solving them.</li> <li>• <b>CC.K-12.MP.2</b> Reason abstractly and quantitatively.</li> <li>• <b>CC.K-12.MP.3</b> Construct viable arguments and critique the reasoning of others.</li> <li>• <b>CC.K-12.MP.5</b> Use appropriate tools strategically.</li> <li>• <b>CC.K-12.MP.8</b> Look for and express regularity in repeated reasoning.</li> </ul>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**Chapter 3: Addition Facts to 10**

- Count on to add
- Use number bonds to add in any order
- Write and solve addition sentences
- Write and solve addition stories about pictures and real-world problems

Instructional Window #3	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>6</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed:  <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 3 Title:</p> <p><b>Chapter 3: Addition Facts to 10</b></p>	<ul style="list-style-type: none"> <li>• <b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</li> <li>• <b>1.OA.3</b> Apply properties of operations as strategies to add and subtract.</li> <li>• <b>1.OA.5</b> Relate counting to addition and subtraction.</li> <li>• <b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums</li> <li>• <b>1.OA.7</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</li> <li>• <b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</li> <li>• <b>CC.K-12.MP.1</b> Make sense of problems and persevere in solving them.</li> <li>• <b>CC.K-12.MP.2</b> Reason abstractly and quantitatively.</li> <li>• <b>CC.K-12.MP.4</b> Model with mathematics</li> <li>• <b>CC.K-12.MP.5</b> Use appropriate tools strategically.</li> <li>• <b>CC.K-12.MP.6</b> Attend to precision.</li> <li>• <b>CC.K-12.MP.8</b> Look for and express regularity in repeated reasoning.</li> </ul>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**Chapter 4: Subtraction Facts to 10**

- Take away to subtract
- Count on to subtract
- Count back to subtract
- Use number bonds to subtract
- Write and solve subtraction sentences
- Write and solve subtraction stories about pictures and real-world problems
- Recognize related addition and subtraction sentences
- Write fact families to solve real-world problems
- Determine if number sentences involving addition and subtraction are true or false

Instructional Window #4	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>14</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 4 Title:</p> <p><b>Chapter 4: Subtraction Facts to 10</b></p>	<ul style="list-style-type: none"> <li>• <b>1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</li> <li>• <b>1.NBT.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</li> <li>• <b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</li> <li>• <b>1.OA.4</b> Understand subtraction as an unknown-addend problem</li> <li>• <b>1.OA.5</b> Relate counting to addition and subtraction.</li> <li>• <b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums</li> <li>• <b>1.OA.7</b> Understand the meaning of the equal sign, and determine if equations</li> </ul>

		<p>involving addition and subtraction are true or false.</p> <ul style="list-style-type: none"><li>• <b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</li><li>• <b>CC.K-12.MP.1</b> Make sense of problems and persevere in solving them.</li><li>• <b>CC.K-12.MP.2</b> Reason abstractly and quantitatively.</li><li>• <b>CC.K-12.MP.3</b> Construct viable arguments and critique the reasoning of others.</li><li>• <b>CC.K-12.MP.4</b> Model with mathematics</li><li>• <b>CC.K-12.MP.5</b> Use appropriate tools strategically.</li><li>• <b>CC.K-12.MP.6</b> Attend to precision.</li><li>• <b>CC.K-12.MP.7</b> Look for and make use of structure.</li><li>• <b>CC.K-12.MP.8</b> Look for and express regularity in repeated reasoning.</li></ul>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**Chapter 5: Shapes and Patterns**

- Identify, classify, and describe plane shapes
- Make same and different shapes
- Divide shapes into two and four equal parts
- Describe the whole as the sum of its parts
- Understand that dividing a whole into more equal parts creates smaller parts
- Identify, classify, and describe solid shapes
- Combine and separate plane and solid shapes
- Identify plane and solid shapes in real life
- Use plane shapes to identify, extend, and create patterns
- Use solid shapes to identify, extend, and create patterns

Instructional Window #5	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>15</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 5 Title:</p> <p><b>Chapter 5: Shapes and Patterns</b></p>	<ul style="list-style-type: none"> <li>• <b>1.G.1</b> Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.</li> <li>• <b>1.G.2</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</li> <li>• <b>1.G.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</li> <li>• <b>CC.K-12.MP.1</b> Make sense of problems and persevere in solving them.</li> <li>• <b>CC.K-12.MP.2</b> Reason abstractly and quantitatively.</li> <li>• <b>CC.K-12.MP.3</b> Construct viable arguments and critique the reasoning of others.</li> <li>• <b>CC.K-12.MP.4</b> Model with mathematics</li> <li>• <b>CC.K-12.MP.5</b> Use appropriate tools strategically.</li> <li>• <b>CC.K-12.MP.6</b> Attend to precision.</li> </ul>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**Chapter 7: Numbers to 20**

- Count on from 10 to 20
- Read and write 11 to 20 in numbers and words
- Use a place-value chart to show numbers up to 20
- Show objects up to 20 as tens and ones
- Compare numbers to 20
- Order numbers by making number patterns

Instructional Window #6	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>11</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 6 Title:</p> <p><b>Chapter 7: Numbers to 20</b></p>	<ul style="list-style-type: none"> <li>• <b>1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</li> <li>• <b>1.NBT.2a</b> 10 can be thought of as a bundle of ten ones-called a “ten.”</li> <li>• <b>1.NBT.2b</b> The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>• <b>1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</li> <li>• <b>CC.K-12.MP.1</b> Make sense of problems and persevere in solving them.</li> <li>• <b>CC.K-12.MP.2</b> Reason abstractly and quantitatively.</li> <li>• <b>CC.K-12.MP.5</b> Use appropriate tools strategically.</li> <li>• <b>CC.K-12.MP.6</b> Attend to precision.</li> <li>• <b>CC.K-12.MP.7</b> Look for and make use of structure.</li> <li>• <b>CC.K-12.MP.8</b> Look for and express regularity in repeated reasoning.</li> </ul>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**Chapter 8: Addition and Subtraction Facts to 20**

- Use different strategies to add 1 and 2-digit numbers
- Subtract a 1-digit from a 2-digit number with and without regrouping
- Solve real-world problems

Instructional Window #7	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>14</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 7 Title: <b>Chapter 8: Addition and Subtraction Facts to 20</b></p>	<ul style="list-style-type: none"> <li>• <b>1.NBT.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</li> <li>• <b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</li> <li>• <b>1.OA.2</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</li> <li>• <b>1.OA.4</b> Understand subtraction as an unknown-addend problem.</li> <li>• <b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums</li> <li>• <b>1.OA.7</b> Understand the meaning of the equal sign, and determine if equations</li> <li>• <b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</li> <li>• <b>CC.K-12.MP.1</b> Make sense of problems and persevere in solving them.</li> </ul>

		<ul style="list-style-type: none"><li>• <b>CC.K-12.MP.2</b> Reason abstractly and quantitatively.</li><li>• <b>CC.K-12.MP.3</b> Construct viable arguments and critique the reasoning of others.</li><li>• <b>CC.K-12.MP.4</b> Model with mathematics</li><li>• <b>CC.K-12.MP.6</b> Attend to precision.</li><li>• <b>CC.K-12.MP.8</b> Look for and express regularity in repeated reasoning.</li></ul>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**Chapter 9: Length**

- Compare two lengths using the terms tall/taller, long/longer, and short/shorter
- Compare two lengths by comparing each with a third length
- Compare more than two lengths using the terms tallest, longest, and shortest
- Use a common starting point when comparing lengths
- Measure lengths using non-standard units
- Understand that using different non-standard units may give different measurements for the same item
- Use the term “unit” to describe length
- Count measurements units in a group of ten and ones

Instructional Window #8	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>14</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 8 Title: <b>Chapter 9: Length</b></p>	<ul style="list-style-type: none"> <li>• <b>1.MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</li> <li>• <b>1.MD.2</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</li> <li>• <b>CC.K-12.MP.1</b> Make sense of problems and persevere in solving them.</li> <li>• <b>CC.K-12.MP.2</b> Reason abstractly and quantitatively.</li> <li>• <b>CC.K-12.MP.3</b> Construct viable arguments and critique the reasoning of others.</li> <li>• <b>CC.K-12.MP.5</b> Use appropriate tools strategically.</li> <li>• <b>CC.K-12.MP.6</b> Attend to precision.</li> </ul>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**Chapter 11: Picture Graphs and Bar Graphs**

- Use base-ten blocks to recognize, read, and write numbers to 1,000.
- Count on by 1s, 10s, and 100s to 1,000.
- Use base-ten blocks and a place-value chart to read, write, and represent numbers to 1,000.
- Read and write numbers to 1,000 in standard form, expanded form, and word form.
- Make a tally chart
- Show and understand data in a bar graph

Instructional Window #9	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>7</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 9 Title: <b>Chapter 11: Picture Graphs and Bar Graphs</b></p>	<ul style="list-style-type: none"> <li>• <b>1.MD.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</li> <li>• <b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</li> <li>• <b>CC.K-12.MP.1</b> Make sense of problems and persevere in solving them.</li> <li>• <b>CC.K-12.MP.2</b> Reason abstractly and quantitatively.</li> </ul>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**Chapter 12: Numbers to 40**

- Count on from 21 to 40.
- Read and write 21 to 40 in numbers and words
- Use a place-value chart to show numbers up to 40.
- Show objects up to 40 as tens and ones.
- Use a strategy to compare and order numbers to 40.
- Find the missing numbers in a number pattern

Instructional Window #10	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>11</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 10 Title:</p> <p><b>Chapter 12: Numbers to 40</b></p>	<ul style="list-style-type: none"> <li>• <b>1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</li> <li>• <b>1.NBT.2a</b> 10 can be thought of as a bundle of ten ones-called a “ten.”</li> <li>• <b>1.NBT.2c</b> The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</li> <li>• <b>1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</li> <li>• <b>1.OA.5</b> Relate counting to addition and subtraction.</li> <li>• <b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</li> <li>• <b>CC.K-12.MP.1</b> Make sense of problems and persevere in solving them.</li> <li>• <b>CC.K-12.MP.2</b> Reason abstractly and quantitatively.</li> <li>• <b>CC.K-12.MP.5</b> Use appropriate tools strategically.</li> <li>• <b>CC.K-12.MP.7</b> Look for and make use of structure.</li> </ul>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**Chapter 13: Addition and Subtraction to 40**

- Add a 2-digit number and a 1-digit number with and without regrouping
- Add two 2-digit numbers without regrouping
- Subtract a 1-digit number from a 2-digit number with and without grouping
- Subtract a 2-digit number from another 2-digit number with and without regrouping
- Add three 1-digit numbers
- Solve real-world problems
- Use related addition and subtraction facts to check the answers to real-world problems.

Instructional Window #11	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>17</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 11 Title:</p> <p><b>Chapter 13: Addition and Subtraction to 40</b></p>	<ul style="list-style-type: none"> <li>• <b>1.NBT.2a</b> 10 can be thought of as a bundle of ten ones-called a “ten.”</li> <li>• <b>1.NBT.2c</b> The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</li> <li>• <b>1.NBT.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</li> <li>• <b>1.NBT.6</b> Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</li> <li>• <b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem</li> <li>• <b>1.OA.2</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>1.OA.3</b> Apply properties of operations as strategies to add and subtract</li> <li>• <b>1.OA.4</b> Understand subtraction as an unknown-addend problem.</li> <li>• <b>1.OA.5</b> Relate counting to addition and subtraction.</li> <li>• <b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.</li> <li>• <b>1.OA.7</b> Understand the meaning of the equal sign, and determine if equations</li> <li>• <b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</li> <li>• <b>CC.K-12.MP.1</b> Make sense of problems and persevere in solving them.</li> <li>• <b>CC.K-12.MP.2</b> Reason abstractly and quantitatively.</li> <li>• <b>CC.K-12.MP.3</b> Construct viable arguments and critique the reasoning of others.</li> <li>• <b>CC.K-12.MP.4</b> Model with mathematics</li> <li>• <b>CC.K-12.MP.5</b> Use appropriate tools strategically.</li> <li>• <b>CC.K-12.MP.6</b> Attend to precision.</li> <li>• <b>CC.K-12.MP.8</b> Look for and express regularity in repeated reasoning.</li> </ul>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**Chapter 14 : Mental Math Strategies**

- Mentally add 1-digit numbers
- Mentally add a 1-digit number to a 2-digit number
- Mentally add a 2-digit number to tens
- Mentally subtract 1-digit numbers
- Mentally subtract a 1-digit number from a 2-digit number
- Mentally subtract tens from a 2-digit number

Instructional Window #12	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>7</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 12 Title:</p> <p><b>Chapter 14: Mental Math</b></p>	<ul style="list-style-type: none"> <li>• <b>1.NBT.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</li> <li>• <b>1.NBT.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</li> <li>• <b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem</li> <li>• <b>1.OA.3</b> Apply properties of operations as strategies to add and subtract</li> <li>• <b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.</li> <li>• <b>1.OA.7</b> Understand the meaning of the equal sign, and determine if equations</li> <li>• <b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</li> <li>• <b>CC.K-12.MP.1</b> Make sense of problems and persevere in solving them.</li> </ul>

		<ul style="list-style-type: none"><li>• <b>CC.K-12.MP.2</b> Reason abstractly and quantitatively.</li><li>• <b>CC.K-12.MP.3</b> Construct viable arguments and critique the reasoning of others.</li><li>• <b>CC.K-12.MP.5</b> Use appropriate tools strategically.</li><li>• <b>CC.K-12.MP.6</b> Attend to precision.</li><li>• <b>CC.K-12.MP.8</b> Look for and express regularity in repeated reasoning.</li></ul>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**Chapter 15: Time**

- Use the term o'clock to tell the time to the hour
- Read and show time to the hour on a clock and digital clock
- Read time to the half hour
- Use the term half past
- Relate time to daily activities

Instructional Window #13	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>5</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 13 Title:</p> <p><b>Chapter 15: Time</b></p>	<ul style="list-style-type: none"> <li>• <b>1.MD.3</b> Tell and write time in hours and half hours using analog and digital clocks.</li> <li>• <b>CC.K-12.MP.1</b> Make sense of problems and persevere in solving them.</li> <li>• <b>CC.K-12.MP.2</b> Reason abstractly and quantitatively.</li> </ul>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**Chapter 16: Numbers to 120**

- Count on from 41 to 120
- Read and write 41 to 120 in numbers and words
- Use a place-value chart to show numbers up to 100
- Show objects up to 100 as tens and ones
- Use a strategy to compare and order numbers to 100
- Find the missing numbers in a number pattern
- Compare numbers to 100 using the symbols  $>$ ,  $<$ , and  $=$ .

Instructional Window #14	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>10</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 14 Title:</p> <p><b>Chapter 16: Numbers to 120</b></p>	<ul style="list-style-type: none"> <li>• <b>1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</li> <li>• <b>1.NBT.2a</b> 10 can be thought of as a bundle of ten ones-called a “ten.”</li> <li>• <b>1.NBT.2c</b> The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</li> <li>• <b>1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</li> <li>• <b>1.OA.5</b> Relate counting to addition and subtraction.</li> <li>• <b>CC.K-12.MP.1</b> Make sense of problems and persevere in solving them.</li> <li>• <b>CC.K-12.MP.2</b> Reason abstractly and quantitatively.</li> <li>• <b>CC.K-12.MP.3</b> Construct viable arguments and critique the reasoning of others.</li> <li>• <b>CC.K-12.MP.4</b> Model with mathematics</li> <li>• <b>CC.K-12.MP.5</b> Use appropriate tools strategically.</li> <li>• <b>CC.K-12.MP.6</b> Attend to precision.</li> <li>• <b>CC.K-12.MP.7</b> Look for and make use of structure.</li> </ul>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**Chapter 17: Addition and Subtraction to 100**

- Add a 2-digit number and a 1-digit number without regrouping
- Add two 2-digit numbers without regrouping
- Subtract a 1-digit number from a 2-digit number with and without regrouping
- Subtract a 2-digit number from another 2-digit number with and without regrouping

Instructional Window #15	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>13</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Observation, Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 15 Title:</p> <p><b>Chapter 17: Addition and Subtraction to 100</b></p>	<ul style="list-style-type: none"> <li>• <b>1.NBT.2a</b> 10 can be thought of as a bundle of ten ones-called a “ten.”</li> <li>• <b>1.NBT.2c</b> The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</li> <li>• <b>1.NBT.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</li> <li>• <b>1.NBT.6</b> Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</li> <li>• <b>1.OA.4</b> Understand subtraction as an unknown-addend problem.</li> <li>• <b>1.OA.7</b> Understand the meaning of the equal sign, and determine if equations</li> <li>• <b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</li> <li>• <b>CC.K-12.MP.1</b> Make sense of problems and persevere in solving them.</li> <li>• <b>CC.K-12.MP.2</b> Reason abstractly and quantitatively.</li> </ul>

		<ul style="list-style-type: none"><li>• <b>CC.K-12.MP.4</b> Model with mathematics</li><li>• <b>CC.K-12.MP.5</b> Use appropriate tools strategically.</li><li>• <b>CC.K-12.MP.6</b> Attend to precision.</li><li>• <b>CC.K-12.MP.8</b> Look for and express regularity in repeated reasoning.</li></ul>
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## SCOPE AND SEQUENCE

Grade Level: 1

Subject: Science

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Describe weather in terms of temperature, cloud cover, wind, and precipitation
- Use weather collection tools to record temperature, precipitation, wind speed and direction
- Understand that weather changes with the seasons in Michigan
- Describe safety precautions that should be followed during severe weather events

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>28</b></p> <p>Approximate number of re-teaching days: <b>4 days</b></p> <p>How the unit will be assessed: <b>Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 1 Title: <b>Weather Watchers</b></p>		<p><u><b>Earth Systems</b></u></p> <ul style="list-style-type: none"> <li>• <b>E.ES.01.11</b> Identify the sun as the most important source of heat which warms the land, air, and water of the Earth</li> <li>• <b>E.ES.01.12</b> Demonstrate the importance of sunlight and warmth in plant growth</li> <li>• <b>E.ES.01.21</b> Compare daily changes in the weather related to temperature (cold, hot, warm, cool); cloud cover (cloudy, partly cloudy, foggy) precipitation (rain, snow, hail, freezing rain); wind (breezy, windy, calm).</li> <li>• <b>E.ES.01.22</b> Describe and compare weather related to the four seasons in terms of temperature, cloud cover, precipitation, and wind.</li> <li>• <b>E.ES.01.23</b> Describe severe weather events</li> <li>• <b>E.ES.01.24</b> Describe precautions that should be taken for human safety during severe weather conditions (thunderstorms, lightning, tornadoes, high winds, blizzards, hurricanes).</li> <li>• <b>E.ES.01.31</b> Identify the tools that might be used to measure temperature, precipitation, cloud cover, and wind</li> <li>• <b>E.ES.01.32</b> Observe and collect data and weather conditions over a period of time</li> </ul>

			<p style="text-align: center;"><b><u>Inquiry Process</u></b></p> <ul style="list-style-type: none"> <li>• <b>S.IP.01.11</b> Make purposeful observations of the natural world using the appropriate senses</li> <li>• <b>S.IP.01.12</b> Generate questions based on observations</li> <li>• <b>S.IP.01.13</b> Plan and conduct simple investigations</li> <li>• <b>S.IP.01.14</b> Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection</li> <li>• <b>S.IP.01.15</b> Make accurate measurements with appropriate (non-standard) units for the measurement tool</li> <li>• <b>S.IP.01.16</b> Construct simple charts from data and observation</li> </ul> <p style="text-align: center;"><b><u>Inquiry Analysis and Communication</u></b></p> <ul style="list-style-type: none"> <li>• <b>S.IA.01.12</b> Share ideas about science through purposeful conversation</li> <li>• <b>S.IA.01.13</b> Communicate and present findings of observations</li> <li>• <b>S.IA.01.14</b> Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, watch a video).</li> </ul> <p style="text-align: center;"><b><u>Reflection and Social Implications</u></b></p> <ul style="list-style-type: none"> <li>• <b>S.RS.01.11</b> Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities</li> <li>• <b>S.RS.01.12</b> Recognize that science investigations are done more than one time</li> </ul>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Sort objects according to observable properties, such as color, shape, size, texture, sinking or floating
- Sort materials by their attraction to magnets
- Understand that water exists on Earth as a solid, liquid, and gas

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>23</b></p> <p>Approximate number of re-teaching days: <b>4 days</b></p> <p>How the unit will be assessed: <b>Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 2 Title:</p> <p><b>Sorting Things Out</b></p>		<p style="text-align: center;"><b><u>Properties of Matter</u></b></p> <ul style="list-style-type: none"> <li>• <b>P.PM.01.11</b> Demonstrate the ability to sort objects according to observable properties such as color, shape, size, sinking or floating</li> <li>• <b>P.PM.01.21</b> Demonstrate that water as a solid keeps its own shape (ice)</li> <li>• <b>P.PM.01.22</b> Demonstrate that water as a liquid takes on the shape of various containers</li> <li>• <b>P.PM.01.31</b> Identify materials that are attracted by magnets</li> <li>• <b>P.PM.01.32</b> Observe that like poles of a magnet repel and unlike poles of a magnet attract</li> </ul> <p style="text-align: center;"><b><u>Inquiry Process</u></b></p> <ul style="list-style-type: none"> <li>• <b>S.IP.01.11</b> Make purposeful observations of the natural world using the appropriate senses</li> <li>• <b>S.IP.01.12</b> Generate questions based on observations</li> <li>• <b>S.IP.01.13</b> Plan and conduct simple investigations</li> <li>• <b>S.IP.01.14</b> Manipulate simple tools (hand lens, thermometer) that aid observation and data collection</li> <li>• <b>S.IP.01.16</b> Construct simple charts from data and observations</li> </ul>

			<p style="text-align: center;"><b><u>Inquiry Analysis and Communication</u></b></p> <ul style="list-style-type: none"><li>• <b>S.IA.01.12</b> Share ideas about science through purposeful conversation</li><li>• <b>S.IA.01.13</b> Communicate and present findings of observations</li><li>• <b>S.IA.01.14</b> Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, watch a video).</li></ul> <p style="text-align: center;"><b><u>Reflection and Social Implications</u></b></p> <ul style="list-style-type: none"><li>• <b>S.RS.01.11</b> Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities</li></ul>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- All living things have an observable life cycle
- Living organisms are diverse
- Organisms have specific needs for survival and they find those needs in their habitats
- Physical characteristics help organisms meet their needs in their environment
- All organisms are part of a food web
- Humans are similar to other living things

**Instructional Window #3**

**Instructional Units**

**Common Core State Standards**

**Michigan Grade Level Content Expectations**

<p>Approximate number of instructional days: <b>30 days</b></p> <p>Approximate number of re-teaching days: <b>4 days</b></p> <p>How the unit will be assessed: <b>Informal and Formal Assessments, Informal documentation in the form of anecdotal notes</b></p>	<p>Unit 3 Title: <b>An Animal's Life</b></p>		<p style="text-align: center;"><u><b>Organization of Living Things</b></u></p> <ul style="list-style-type: none"> <li>• <b>L.OLE.13</b> Identify the needs of animals</li> <li>• <b>L.OLE.21</b> Describe the life cycle of animals including the following stages: egg, young, adult; egg, larva, pupa, adult</li> <li>• <b>L.HE.01.11</b> Identify characteristics that are passed on from parents to young. (For example: body coverings, beak shape, number of legs, body parts)</li> <li>• <b>L.HE.01.12</b> Classify young animals based on characteristics that are passed on from parents. (For example: dogs/puppies, cats/kittens, cows/calves, chicken/chicks)</li> </ul> <p style="text-align: center;"><u><b>Inquiry Process</b></u></p> <ul style="list-style-type: none"> <li>• <b>S.IP.01.11</b> Make purposeful observations of the natural world using the appropriate senses</li> <li>• <b>S.IP.01.12</b> Generate questions based on observations</li> <li>• <b>S.IP.01.13</b> Plan and conduct simple investigations</li> <li>• <b>S.IP.01.14</b> Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection</li> <li>• <b>S.IP.01.15</b> Make accurate measurements with appropriate (non-standard) units for the measurement</li> </ul>
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			<p>tool</p> <ul style="list-style-type: none"> <li>• <b>S.IP.01.16</b> Construct simple charts from data and observations</li> </ul> <p style="text-align: center;"><b><u>Inquiry Analysis and Communication</u></b></p> <ul style="list-style-type: none"> <li>• <b>S.IA.01.12</b> Share ideas about science through purposeful conversation</li> <li>• <b>S.IA.01.13</b> Communicate and present findings of observations</li> <li>• <b>S.IA.01.14</b> Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, watch a video).</li> </ul> <p style="text-align: center;"><b><u>Reflection and Social Implications</u></b></p> <ul style="list-style-type: none"> <li>• <b>S.RS.01.11</b> Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities</li> <li>• <b>S.RS.01.12</b> Recognize that science investigations are done more than one time</li> </ul>
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## SCOPE AND SEQUENCE

Grade Level: 1

Subject: Social Studies

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Describe what a family is
- Describe how families are alike and different
- Describe how school is like a family

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>Approximate number of re-teaching days: <b>3 days</b></p> <p>How the unit will be assessed: <b>Informal observation, activities, projects</b></p>	<p>Unit 1 Title: <b>What Is a Family?</b></p>		<ul style="list-style-type: none"> <li>• <b>K-E1.0.1</b> Describe economic wants they have experienced</li> <li>• <b>1-H2.0.1</b> Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events</li> <li>• <b>1-G1.0.3</b> Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment</li> <li>• <b>1-G4.0.1</b> Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life</li> <li>• <b>1-C1.0.1</b> Identify some reasons for rules in school (e.g., provide order, predictability, and safety).</li> <li>• <b>1-C5.0.1</b> Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).</li> <li>• <b>1-E1.0.2</b> Describe ways in which families consume goods and services</li> </ul>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Describe how families satisfy their needs and wants
- Describe what scarcity is and what it forces families to do
- Describe how and why families trade

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>Approximate number of re-teaching days: <b>3 days</b></p> <p>How the unit will be assessed: <b>Informal observation, activities, projects</b></p>	<p>Unit 2 Title:</p> <p><b>How Do We Get What We Need or Want?</b></p>		<ul style="list-style-type: none"> <li>• <b>K-E1.0.1</b> Describe economic wants they have experienced</li> <li>• <b>K-E1.0.2</b> Distinguish between goods and services</li> <li>• <b>1-E1.0.1</b> Distinguish between producers and consumers of goods and services</li> <li>• <b>1-E.1.0.2</b> Describe ways in which families consume goods and services</li> <li>• <b>1-E1.0.3</b> Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice)</li> <li>• <b>1-E1.0.4</b> Describe reasons why people voluntarily trade</li> <li>• <b>1-E1.0.5</b> Describe ways in which people earn money (e.g., providing goods and services to others, jobs)</li> <li>• <b>1-E1.0.6</b> Describe how money simplifies trade</li> </ul>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Describe how we locate places
- Describe what places are like
- Describe how people adapt to and modify places

Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>Approximate number of re-teaching days: <b>3 days</b></p> <p>How the unit will be assessed: <b>Informal observation, activities, projects</b></p>	<p>Unit 3 Title: <b>How Do We Learn About Places?</b></p>		<ul style="list-style-type: none"> <li>• <b>K-G1.01</b> Recognize that maps and globes represent places</li> <li>• <b>1-G1.0.1</b> Construct simple maps of the classroom to demonstrate aerial perspective</li> <li>• <b>1-G1.0.2</b> Give examples of places that have absolute locations (e.g., home address, school address)</li> <li>• <b>1-G1.0.3</b> Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment</li> <li>• <b>1-G1.0.4</b> Distinguish between landmasses and bodies of water using maps and globes</li> <li>• <b>1-G2.0.1</b> Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places</li> <li>• <b>1-G2.0.2</b> Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom)</li> <li>• <b>1-G5.0.1</b> Describe ways in which people</li> </ul>

			modify (e.g. cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation)
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<b>Overarching Goals—by the end each instructional window, students will learn, know and be able to:</b>
<ul style="list-style-type: none"> <li>• Describe how we learn about the past</li> <li>• Describe how the past is different from the present</li> <li>• Describe why we celebrate people and events from the past</li> </ul>

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>Approximate number of re-teaching days: <b>3 days</b></p> <p>How the unit will be assessed <b>Informal observation, activities, projects</b></p>	<p>Unit 4 Title: <b>How Do We Learn About The Past?</b></p>	<ul style="list-style-type: none"> <li>• <b>RI.1.7</b> Use pictures, illustrations, and details in a story to describe characters, events, or settings</li> <li>• <b>RI.1.6</b> Distinguish between information provided by pictures or illustrations and that provided by the words in a text</li> <li>• <b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1-H2.0.1</b> Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events</li> <li>• <b>1-H2.0.2</b> Use a calendar to distinguish among days, weeks, and months</li> <li>• <b>1-H2.0.3</b> Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life</li> <li>• <b>1-H2.0.4</b> Retell in sequence important ideas and details from stories about families or schools</li> <li>• <b>1-H2.0.5</b> Use historical records and</li> </ul>

		<p>media</p> <ul style="list-style-type: none"> <li>• <b>SL.1.6</b> Produce complete sentences when appropriate to task and situation, using correct verb tenses to convey a sense of past, present, and future.</li> <li>• <b>L.1.1.d</b> Observe conventions of grammar and usage. (d: Use verbs to convey a sense of past, present, and future in writing and speaking. E.g., Yesterday I walked home; today I walk home; tomorrow I will walk home)</li> </ul>	<p>artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past</p> <ul style="list-style-type: none"> <li>• <b>1-H2.0.6</b> Compare life today with life in the past using the criteria of family, school, jobs, or communication</li> <li>• <b>1-H2.0.7</b> Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day)</li> </ul>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Describe why we need rules
- Describe how we can get along with others
- Describe how citizens work together to solve problems

Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>Approximate number of re-teaching days: <b>3 days</b></p> <p>How the unit will be assessed: <b>Informal observation, activities, projects</b></p>	<p>Unit 5 Title: <b>Why Do We Need Rules?</b></p>	<ul style="list-style-type: none"> <li>• <b>1-SL.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</li> <li>• <b>1-SL.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media</li> <li>• <b>1-SL.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</li> <li>• <b>1-SL.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</li> <li>• <b>1-SL.6</b> Produce complete sentences when appropriate to task and situation</li> <li>• <b>1-L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• <b>1-L.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</li> <li>• <b>1-RL.1</b> Ask and answer questions about key details in a text</li> <li>• <b>1-RL.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson</li> <li>• <b>1-RL.3</b> Describe characters, settings, and major events in a story, using key details</li> <li>• <b>1-RL.4</b> Identify words and phrases in</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1-C1.0.1</b> Identify some reasons for rules in school (e.g., provide order, predictability, and safety).</li> <li>• <b>1-C1.0.2</b> Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules)</li> <li>• <b>1-C1.0.3</b> Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line)</li> <li>• <b>1-C2.0.1</b> Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules)</li> <li>• <b>1-C2.0.2</b> Identify important symbols of the United States of America</li> <li>• <b>1-C5.0.1</b> Describe some responsibilities people have at home and at school</li> <li>• <b>1-C5.0.2</b> Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty)</li> <li>• <b>1-G.1.0.2</b> Give examples of places that have absolute locations</li> <li>• <b>1-P3.1.1</b> Identify public issues in the school community</li> <li>• <b>1-P3.1.2</b> Use graphic data to analyze information about a public issue in the school community</li> </ul>

		<p>stories or poems that suggest feelings or appeal to the senses</p> <ul style="list-style-type: none"> <li>• <b>1-RL.7</b> Use illustrations and details in a story to describe its characters, setting, or events</li> <li>• <b>1-RL.9</b> Compare and contrast the adventures and experiences of characters in stories</li> <li>• <b>1-RL.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade</li> <li>• <b>1-RI.1</b> Ask and answer questions about key details in text</li> <li>• <b>1-RI.2</b> Identify the main topic and retell key details of a text</li> <li>• <b>1-RI.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text</li> <li>• <b>1-RI.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</li> <li>• <b>1-RI.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text</li> <li>• <b>1-RI.7</b> Use the illustrations and details in a text to describe its key ideas</li> <li>• <b>1-RI.10</b> With prompting and support, read informational texts appropriately complex for grade 1</li> <li>• <b>1-RF.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• <b>1-RF.4:</b> Read with sufficient accuracy and fluency to support comprehension.</li> <li>• <b>1-W.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1-P3.1.3</b> Identify alternative resolutions to a public issue in the school community</li> <li>• <b>1-P3.3.1</b> Express a position on a public policy issue in the school community and justify the position with a reasoned argument</li> <li>• <b>1-P4.2.1</b> Develop and implement an action plan to address or inform others about a public issue</li> <li>• <b>1-P4.2.2</b> Participate in projects to help or inform others</li> <li>• <b>1-H2.0.7</b> Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day)</li> </ul>
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		<p>for the opinion, and provide some sense of closure</p> <ul style="list-style-type: none"><li>• <b>1-W.2:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li><li>• <b>1-W.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</li><li>• <b>1-W.5:</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</li><li>• <b>1-W.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</li></ul>	
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## SCOPE AND SEQUENCE

Grade Level:   2                        Subject:            ELA                   

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

~TSW recognize second grade sight words independently  
 ~TSW use phonics rules to decode unknown words

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
Approximate number of instructional days: 81 Approximate number of re-teaching days: As needed How the unit will be assessed: IRI, reading conferences, phonics inventory, running records	Unit 1 Title: <b>Phonics/Word Recognition</b>	<b>RF.2.3. a,b,c,d,e,f</b> <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> ~Distinguish long and short vowels when reading regularly spelled one-syllable words. ~Know spelling-sound correspondences for additional common vowel teams. ~Decode regularly spelled two-syllable words with long vowels. ~Decode words with common prefixes and suffixes. ~Identify words with inconsistent but common spelling-sound correspondences. ~Recognize and read grade-appropriate irregularly spelled words. <b>RF.2.4. d</b> <b>Read with sufficient accuracy and fluency to support comprehension.</b> ~Read grade-level text with purpose and understanding. ~Read grade-level text orally with accuracy, appropriate rate, and expression. ~Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

~TSW comprehend both fiction and nonfiction reading at their grade level

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 152</p> <p>Approximate number of re-teaching days: As needed</p> <p>How the unit will be assessed: IRI, reading conferences, phonics inventory</p>	<p>Unit 2 Title: <b>Comprehension</b></p>	<p>RI.2.1-2.10 <b>Key Ideas and Details</b></p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>Craft and Structure</b></p> <p>RI.2.4. RI.2.4.Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5. RI.2.5.Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>RI.2.7. RI.2.7.Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8. RI.2.8.Describe how reasons support specific points the</p>	

		<p>author makes in a text.</p> <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**TSW engage in appropriate conversation with peers and adults to analyze questions based on Bloom’s Taxonomy**

Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 20 Approximate number of re-teaching days: As needed How the unit will be assessed: Exit Tickets, observation and conversations between teacher and student</p>	<p>Unit 3 Title: <b>Collaboration</b></p>	<p>SL.2.1. a,b,c <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b> ~Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ~ the remarks of others. ~Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- ~TSW write at a second grade level across different writing genres
- ~TSW understand and be able to complete all steps of the writing process in order to get to a published piece
- ~TSW complete a present a research project using and sifting sources
- ~TSW demonstrate an understanding of writing conventions appropriate for second grade

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 155</p> <p>Approximate number of re-teaching days: As needed</p> <p>How the unit will be assessed: Benchmark papers, writing conferences</p>	<p>Unit 4 Title: <b>Writing</b></p>	<p><b>W.2.1-W.2.8</b> <b>Text Types and Purposes</b></p> <p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>Production and Distribution of Writing</b></p> <p>W.2.4. (Begins in grade 3)</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	

		<p><b>Research to Build and Present Knowledge</b></p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>    Capitalize holidays, product names, and geographic names.</p> <p>    Use commas in greetings and closings of letters.</p> <p>    Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>    Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>    Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

~TSW be able to present information on a given topic, to a group, with appropriate volume, good posture and appropriate grammar

~TSW engage in productive conversation, both speaking and listening, to a small group or individual

Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 113</p> <p>Approximate number of re-teaching days: As needed</p> <p>How the unit will be assessed: Presentation rubric, classroom observation</p>	<p>Unit 5 Title: <b>Speaking</b></p>	<p>L.2.1. a,b,c,d,e,f <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                      ~Use collective nouns (e.g., group).                      ~Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).                      ~Use reflexive pronouns (e.g., myself, ourselves).                      ~Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).                      ~Use adjectives and adverbs, and choose between them depending on what is to be modified.                      ~Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>L.2.3. <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                      Compare formal and informal uses of English.</p> <p>SL.2.2.-2.5                      SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.                      SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                      SL.2.4. Tell a story or recount an experience with appropriate facts</p>	

		<p>and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

~TSW be able to use a dictionary or glossary to locate vocabulary words, definitions and parts of speech

Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
Approximate number of instructional days: 20 Approximate number of re-teaching days: As needed How the unit will be assessed: Teacher made assessment, observation	Unit 6 Title: <b>Dictionaries</b>	<b>RF.2.4.</b> <b>Read with sufficient accuracy and fluency to support comprehension.</b> ~Read grade-level text with purpose and understanding. ~Read grade-level text orally with accuracy, appropriate rate, and expression. ~Use context to confirm or self-correct word recognition and understanding, rereading as necessary	

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- ~TSW define grade level vocabulary words from all major content areas including Math, ELA, Science and Social Studies
- ~TSW use appropriate second grade vocabulary in reading and writing in the content areas

Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
Approximate number of instructional days: 20 Approximate number of re-teaching days: As needed How the unit will be assessed: Unit assessments, classroom observations	Unit 7 Title: <b>Vocabulary</b>	L.2.4. a,b,c,d,e <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b> ~Use sentence-level context as a clue to the meaning of a word or phrase. ~Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). ~Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). ~Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). ~Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

~TSW read at a second grade level with obvious fluency and expression

Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
Approximate number of instructional days: 40 Approximate number of re-teaching days: As needed How the unit will be assessed: IRI, running records, reading conferences	Unit 8 Title: <b>Fluency</b>	RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. RF.2.4.a,b,c <b>Read with sufficient accuracy and fluency to support comprehension.</b> ~Read grade-level text with purpose and understanding. ~Read grade-level text orally with accuracy, appropriate rate, and expression. ~Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The learner will count and compare numbers up to 1,000.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 15 days in September</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work</p>	<p>Unit 1 Title: Numbers to 1,000</p>	<p><b>CCSS.Math.Content.2.NBT.A.1</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p><b>CCSS.Math.Content.2.NBT.A.1a</b> 100 can be thought of as a bundle of ten tens</p> <p><b>CCSS.Math.Content.2.NBT.A.1b</b> The</p>	

Classroom observations		<p>numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p><b>CCSS.Math.Content.2.NBT.A.2</b> Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p><b>CCSS.Math.Content.2.NBT.A.3</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	
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Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed:</p>	<p>Unit 2 Title:</p> <p>Addition up to 1,000</p>	<p><b>CCSS.Math.Content.2.NBT.A.1</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p><b>CCSS.Math.Content.2.NBT.A.1a</b> 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p><b>CCSS.Math.Content.2.NBT.A.3</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. <b>CCSS.Math.Content.2.NBT.B.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. <b>CCSS.Math.Content.2.NBT.B.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>CCSS.Math.Content.2.NBT.B.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. <b>CCSS.Math.Content.2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>1</sup></p>	

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed:</p>	<p>Unit 4 Title:</p> <p>Using Bar Models With Addition and Subtraction</p>	<p><b>CCSS.Math.Content.2.NBT.B.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>CCSS.Math.Content.2.NBT.B.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>CCSS.Math.Content.2.NBT.B.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. <b>CCSS.Math.Content.2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>1</sup></p> <p><b>CCSS.Math.Content.2.MD.B.5</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p><b>CCSS.Math.Content.2.MD.B.6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>	

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

**1. The learner will use equal groups to multiply and divide.**

Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 12 days in November and December</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom observations</p>	<p>Unit 5 Title: Multiplication and Division</p>	<p><b>CCSS.Math.Content.2.OA.C.3</b> Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends</p>	

## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The learner will add three-digit numbers with and without regrouping.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 13 days in September and October</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom observations</p>	<p>Unit 2 Title: Addition up to 1,000</p>	<p><b>CCSS.Math.Content.2.NBT.A.1</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p><b>CCSS.Math.Content.2.NBT.A.1a</b> 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p><b>CCSS.Math.Content.2.NBT.A.3</b> Read and write numbers to 1000 using base-ten numerals,</p>	

		<p>number names, and expanded form.</p> <p><b>CCSS.Math.Content.2.NBT.B.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>CCSS.Math.Content.2.NBT.B.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>CCSS.Math.Content.2.NBT.B.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p><b>CCSS.Math.Content.2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>1</sup></p>	
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## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The learner will subtract three-digit numbers with and without regrouping.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 11 days in October</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom observations</p>	<p style="text-align: center;">Unit 3 Title: Subtraction up to 1,000</p>	<p><b>CCSS.Math.Content.2.NBT.A.1</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p><b>CCSS.Math.Content.2.NBT.A.1a</b> 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p><b>CCSS.Math.Content.2.NBT.A.3</b> Read and write numbers to 1000 using base-ten numerals,</p>	

		<p>number names, and expanded form.</p> <p><b>CCSS.Math.Content.2.NBT.B.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>CCSS.Math.Content.2.NBT.B.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>CCSS.Math.Content.2.NBT.B.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p><b>CCSS.Math.Content.2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>1</sup></p>	
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## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- 1. The learner will show addition and subtraction with bar models.**

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 12 days in October and November</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom observations</p>	<p>Unit 4 Title: Using Bar Models With Addition and Subtraction</p>	<p><b>CCSS.Math.Content.2.NBT.B.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>CCSS.Math.Content.2.NBT.B.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>CCSS.Math.Content.2.NBT.B.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place</p>	

		<p>value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p><b>CCSS.Math.Content.2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>1</sup></p> <p><b>CCSS.Math.Content.2.MD.B.5</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p><b>CCSS.Math.Content.2.MD.B.6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>	
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## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The learner will use equal groups to multiply and divide.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 12 days in November and December</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom observations</p>	<p>Unit 5 Title: Multiplication and Division</p>	<p><b>CCSS.Math.Content.2.OA.C.3</b> Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>	

## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The learner will count and compare numbers to 1,000.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 13 days in December</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom observations</p>	<p>Unit 6 Title: Multiplication and Division</p>	<p><b>CCSS.Math.Content.2.OA.C.4</b> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends</p> <p><b>CCSS.Math.Content.2.NBT.A.2</b> Count within 1000; skip-count by 5s, 10s, and 100s.</p>	

## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- 1. The learner will use rulers and meter sticks to measure and compare how long and how tall things are.**

Instructional Window #1	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 10 days in January</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom</p>	<p>Unit 7 Title: Metric Measurement of Length</p>	<p><b>CCSS.Math.Content.2.MD.A.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>CCSS.Math.Content.2.MD.A.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p><b>CCSS.Math.Content.2.MD.A.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p><b>CCSS.Math.Content.2.MD.A.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a</p>

observations		<p>standard length unit.</p> <p><b>CCSS.Math.Content.2.MD.B.5</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p><b>CCSS.Math.Content.2.MD.B.6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>
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## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The learner will use mental math when exact answers are needed, or when an exact answer is not necessary.

Instructional Window #1	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 11 days in January</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom observations</p>	<p>Unit 10 Title: Mental Math and Estimation</p>	<p><b>CCSS.Math.Content.2.NBT.B.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>CCSS.Math.Content.2.NBT.B.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>CCSS.Math.Content.2.NBT.B.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to</p>

		<p>compose or decompose tens or hundreds.</p> <p><b>CCSS.Math.Content.2.NBT.B.8</b> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p><b>CCSS.Math.Content.2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>1</sup></p> <p><b>CCSS.Math.Content.2.OA.A.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<sup>1</sup></p> <p><b>CCSS.Math.Content.2.OA.B.2</b> Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
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## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The learner will count bills and coins, and show money amounts.

Instructional Window #1	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 11 days in January</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom observations</p>	<p>Unit 11 Title: Money</p>	<p><b>CCSS.Math.Content.2.MD.C.8</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>

## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The learner will use fractions to explain how equal parts are related to a whole.

Instructional Window #1	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 6 days in February</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom observations</p>	<p>Unit 12 Title: Fractions</p>	<p><b>CCSS.Math.Content.2.G.A.2</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p><b>CCSS.Math.Content.2.G.A.3</b> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>

## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The learner will use rulers to measure and compare how long and how tall things are.

Instructional Window #1	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 10days in February and March</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom observations</p>	<p>Unit 13 Title: Customary Measurement of Length</p>	<p><b>CCSS.Math.Content.2.MD.A.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>CCSS.Math.Content.2.MD.A.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p><b>CCSS.Math.Content.2.MD.A.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p><b>CCSS.Math.Content.2.MD.A.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a</p>

		<p>standard length unit.</p> <p>CCSS.Math.Content.2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>
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## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The learner will read and record time from analog and digital clocks every 5 minutes after the hour.

Instructional Window #1	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 8 days in March</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom observations</p>	<p>Unit 14 Title: Time</p>	<p><b>CCSS.Math.Content.2.MD.C.7</b> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>

## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The learner will use known multiplication facts to find other multiplication and division facts.

Instructional Window #1	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 10 days in May and June</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom observations</p>	<p>Unit 15 Title: Multiplication Tables of 3 and 4</p>	<p><b>CCSS.Math.Content.2.OA.C.4</b> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>

## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The learner will use picture graphs to show data about things that can be counted.

Instructional Window #1	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 7 days in April</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom observations</p>	<p>Unit 17 Title: Using Bar Models: Multiplication and Division</p>	<p><b>CCSS.Math.Content.2.MD.D.9</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p><b>CCSS.Math.Content.2.MD.D.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph.</p>

## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The learner will use sight and touch to experience the properties of lines, curves, and surfaces.

Instructional Window #1	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 6 days in April</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom observations</p>	<p>Unit 18 Title: Lines and Surfaces</p>	<p><b>CCSS.Math.Content.2.G.A.1</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>1</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes</p>

## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The learner will identify and classify planes and solid shapes, which can be combined to make other shapes.

Instructional Window #1	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 12 days in May</p> <p>How the unit will be assessed: Unit pre and post assessments Daily work Classroom observations</p>	<p>Unit 19 Title: Shapes and Patterns</p>	<p><b>CCSS.Math.Content.2.G.A.1</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>1</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes</p>

## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Science

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Describe major bodies of water and landforms that make up the Earth’s surface.
2. Describe how water flows downhill over landforms and pools to form bodies of water.
3. Identify sources and uses of water and how water can be protected and conserved.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 8 days during March</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: Battle Creek pre and post tests</p>	<p>Unit 1 Title: “Earth’s Land and Water”</p> <p>Landforms</p> <p>Waterforms</p>		<p><b>E.SE.02.21</b> Describe the major landforms of the surface of the Earth (mountains, plains, plateaus, valleys, hills).</p> <p><b>E.FE.02.11</b> Identify water sources (wells, springs, lakes, rivers, oceans).</p> <p><b>E.FE.02.22</b> Describe the major bodies of water on the Earth’s surface (lakes, ponds, oceans, rivers, streams).</p>

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 8 days in April</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed:</p> <p>Battle Creek Pre and Post Tests</p>	<p>Unit 2 Title: Snow and Ice Store Water</p> <p>Ground Water</p> <p>Role of Plants</p>		<p><b>E.FE.02.13</b> Describe the properties of water as a liquid (visible, flowing, shape of container and recognize rain, dew, and fog as water in its liquid state. *</p> <p><b>S.IP.02.11</b> Make purposeful observation of the natural world using the appropriate senses.</p> <p><b>S.IP.02.12</b> Generate questions based on observations.</p> <p><b>S.IP.02.13</b> Plan and conduct simple investigations.</p> <p><b>S.IP.02.14</b> Manipulate simple tools (ruler, meter stick, measuring cups, hand lens, thermometer, balance) that aid observation and data collection.</p> <p><b>S.IP.02.15</b> Make accurate</p>

			<p>measurements with appropriate units (meter, centimeter) for the measurement tool.</p> <p><b>S.IP.02.16</b> Construct simple charts and graphs from data and observations.</p>
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Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 10 days in May</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: Battle Creek pre and post tests</p>	<p>Unit 3 Title: Uses and Sources of Fresh Water</p> <p>Plants and Animals Need Water</p>		<p><b>E.FE.02.12</b> Identify household uses of water (drinking, cleaning, food preparation).</p> <p><b>E.FE.02.21</b> Describe how rain collects on the surface of the Earth <b>and</b> flows downhill into bodies of water (streams, rivers, lakes, oceans) or into the ground.</p>

## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Science

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Common Objects and substances can be described according to their properties.
2. Objects and substances are measured using length, volume, and weight.
3. Objects and substances are classified as single substances and mixtures.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 4 days during December and 4 days during January</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: Battle Creek Pre</p>	<p>Unit 1 Title: "Measuring Matters"</p> <p>Measuring Length</p>		<p><b>S.IP.02.15</b> Make accurate measurements with appropriate units (meter, centimeter) for the measurement tool.</p> <p><b>S.IP.02.14</b> Manipulate simple tools (ruler, meter stick, measuring cups, hand lens, thermometer, balance) that aid observation and data collection.</p> <p><b>S.IP.02.11</b> Make purposeful observation of the natural world using the appropriate</p>

and Post Tests			<p>senses.</p> <p><b>P.PM.02.13</b> Measure the length of objects using rulers(centimeters) and meter sticks (meters).</p> <p><b>S.IA.02.12</b> Share ideas about science through purposeful conversation.</p>
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<b>Instructional Window #2</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: 4 days in January and 4 days in February</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: Battle Creek Pre</p>	<p>Unit 2 Title:</p> <p>Attributes Volume Using a balance</p>		<p><b>P.PM.02.12</b> Describe objects and substances according to their properties (color, size, shape, texture, hardness, liquid or solid, sinking or floating).</p> <p><b>S.IP.02.12</b> Generate questions based on observations.</p> <p><b>S.IP.02.13</b> Plan and conduct simple investigations.</p>

and Post Tests			<p><b>S.IP.02.16</b> Construct simple charts and graphs from data and observations.</p> <p><b>S.IA.02.13</b> Communicate and present findings of observations.</p> <p><b>S.IP.02.14</b> Manipulate simple tools (ruler, meter stick, measuring cups, hand lens, thermometer, balance) that aid observation and data collection.</p>
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<b>Instructional Window #3</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: 4 Days in February and 5 days in March</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed:</p>	Unit 3 Title: Volume Weight and Mixtures		<p><b>P.PM.02.41</b> Recognize that some objects are composed of a single substance (water, sugar, salt) and others are composed of more than one substance (salt and pepper, mixed dry beans). *</p> <p><b>P.PM.02.14</b> Measure the volume of liquids using common measuring tools (graduated measuring cups, measuring spoons, graduated cylinders, and</p>

Battle Creek Pre and Post Tests			beakers).*
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## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Science

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Plants are living things that have a life cycle and needs for life.
2. Plants need air, water, and light to grow and survive.
3. Questions and investigations help us learn new things.
4. Evidence helps us make scientific decisions.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 8 days during September</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: Battle Creek Pre and Post Tests</p>	<p style="text-align: center;">Unit 1 Title: "A Plant's Life"</p> <p style="text-align: center;">Seed Dissection</p> <p style="text-align: center;">Growing Plants From Seeds</p>		<p><b>L.OL.02.14</b> Identify the needs of plants.</p> <p><b>S.IP.02.11</b> Make purposeful observation of the natural world using the appropriate senses.</p> <p><b>S.IP.02.14</b> Manipulate simple tools (ruler, meter stick, measuring cups, hand lens, thermometer, balance) that aid observation and data collection.</p>

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 12 days from November to December</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: Battle Creek Pre and Post Tests</p>	<p>Unit 2 Title: Discovering What Plants Need to Survive</p> <p>Plant Life Cycle</p>		<p><b>S.IP.02.13</b> Plan and conduct simple investigations.</p> <p><b>L.HE.02.13</b> Identify characteristics of plants (for example: leaf shape, flower type, color, size) that are passed on from parents to young.</p>

Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 6 Days in December</p> <p>Approximate number of re-teaching days: 2</p> <p>How the unit will be assessed: Battle Creek Pre and Post Tests</p>	<p>Unit 3 Title:  Compare Life Cycles of Plants and Animals</p>		<p><b>L.O.L.02.22</b> Describe the life cycle of familiar flowering plants including the following stages: seed, plant, flower, and fruit.</p> <p><b>S.IP.02.16</b> Construct simple charts and graphs from data and observations.</p>

## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Social Studies

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Families live in communities to meet their basic needs.
2. Communities are a place on a map that have natural and manmade characteristics.
3. Communities have governments that make rules and keep us safe.
4. There are different kinds of communities.
5. Our local community has special characteristics.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 7 days during September</p> <p>Approximate number of re-teaching days: 1</p> <p>How the unit will be assessed: Unit assessments</p>	<p>Unit 1 Title: Our Local Community</p>		<p>2 G2.0.1 Compare the physical and human characteristics of the local community with those of another community.</p> <p>1 G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.</p> <p>2 C1.0.1 Explain why people form governments.</p>

## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Social Studies

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Maps represent a place and include a map key, compass rose, and a title.
2. Maps show the location of a community.
3. Map can show where people live, work, and play in a community; and natural and manmade characteristics.
4. There are many ways that we can move people and goods in a community.
5. Maps show important land forms and water forms in a community.
6. Venn diagrams can compare and contrast the characteristics of different communities.
7. People change natural characteristics of a community, which has both good and bad consequences.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 8 days during October and 4 days in November</p> <p>How the unit will be assessed: Each lesson has an assessment.</p>	<p>Unit 1 Title: Local Geography</p>		<p>2 G2.0.1 Compare the physical and human characteristics of the local community with those of another community.</p> <p>2 G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).</p> <p>2 G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made).</p>

			<p>2 G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.</p> <p>2 G2.0.1 Compare the physical and human characteristics of the local community with those of another community.</p> <p>2 G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).</p> <p>2 G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.</p> <p>2 G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.</p>
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## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Social Studies

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Diversity means differences between groups of people in a community, which is a strength.
2. Local governments make laws and provide services that help keep us safe.
3. Laws help solve problems.
4. Communities have three branches of government. Each branch has an important job.
5. Governments protect our rights and try to do what is best for everyone.
6. Obeying laws and voting are responsibilities of citizens.
7. Saying the Pledge of Allegiance is a way to show we are patriotic.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 12 days during November and December</p> <p>Approximate number of re-teaching days: 1</p> <p>How the unit will be assessed: Each lesson has an assessment.</p>	<p>Unit 1 Title: How Do Citizens Live Together in a Community?</p>		<p>2 C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.</p> <p>2 C1.0.2 Distinguish between government action and private action.</p> <p>2 C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.</p> <p>2 C5.0.1 Identify ways citizens participate in community</p>

			<p>decisions.</p> <p>2 C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.</p> <p>2 C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.</p>
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## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Social Studies

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Because of scarcity people cannot afford everything they want, so choices have to be made when purchasing goods and services.
2. Opportunity costs are those goods and services that you give up when making a choice.
3. Natural resources are useful things in nature that are used to produce goods and services.
4. Natural, human, and capital resources are used to produce goods and services.
5. Businesses make and sell goods and services using limited resources.
6. People specialize in producing certain goods and services.
7. Money is usually used to trade for what people want.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 8 days during January and 6 days in February</p> <p>How the unit will be assessed: Unit Assessments Classroom Observations</p>	<p>Unit 1 Title: "How Do People Work Together in a Community?"</p>		<p>2 E1.0.1 Identify the opportunity cost involved in a consumer decision.</p> <p>2 E1.0.3 Describe how businesses in the local community meet economic wants of consumers.</p> <p>2 E1.0.4 Describe the natural, human, and capital resources needed for production of a good or service in a community.</p> <p>2 E1.0.2 Identify businesses in the local community</p>

			2 E1.0.5 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.
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## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Social Studies

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. History is the study of the past.
2. Historians are people who use books, pictures, interviews, and artifacts to learn about the past.
3. A timeline shows the order of when things happened in the past.
4. Communities' use of land, buildings, and transportation change over time.
5. People's actions shape history.
6. Learning about how communities have solved problems in the past helps us understand its history.
7. People have different points of view of describing problems in a community.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 8 days in March, and 4 days in April</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: Unit assessments and classroom observations</p>	<p>Unit 1 Title: "How Do Communities Change?"</p>		<p>1 H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p>1 H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p> <p>2 H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.</p>

			<p>2 H2.0.2 Explain why descriptions of the same event in the local community can be different.</p> <p>2 H2.0.3 Use an example to describe the role of the individual in creating history.</p> <p>2 H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture, landscape, jobs, transportation, population).</p> <p>2 H2.0.5 Identify a problem in a community and how it was resolved.</p> <p>2 H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).</p>
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## SCOPE AND SEQUENCE

Grade Level: 2nd

Subject: Social Studies

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. People have an important role in a community, like obeying laws, being a good neighbor, and solving problems.
2. It is important that citizens work together to make decisions and solve problems in a community.
3. People should learn about public issues and work together with others who may disagree.
4. People need to be involved in a community.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 8 days during May and June</p> <p>How the unit will be assessed: Unit assessments and classroom observations</p>	<p>Unit 1 Title: "How Can Citizens Affect a Community?"</p>		<p>2 C5.0.1 Identify ways citizens participate in community decisions.</p> <p>2 C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.</p> <p>2 C5.0.3 Design and participate in community improvement projects that help or inform others.</p> <p>2 P3.1.1 Identify public issues in the local community that</p>

			<p>influence the daily lives of its citizens.</p> <p>2 P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.</p> <p>2 P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.</p> <p>2 P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.</p> <p>2 P4.2.2 Participate in projects to help or inform others</p>
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## SCOPE AND SEQUENCE

Grade Level: **Third**

Subject: **ELA**

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Describe the characters, setting, plot, theme, of a given story.
- Describe a character's traits; understand how a character's thoughts, feelings, traits, and actions contribute to the story's sequence of events.
- Reference parts of a story (e.g., chapter) when speaking about the text.
- Understand how successive events build upon earlier events in a story.

Instructional Window #1	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>How the unit will be assessed: <b>Summative Assessments</b></p> <p><b>Formative Assessments</b></p>	<p>Unit 1 Title:</p> <p><b>Introduction to Reading Literature: Realistic Fiction</b></p>	<p><b>Reading Literature</b>-----</p> <p style="text-align: center;"><u><b>Key Ideas and Details</b></u></p> <p><b>RL.3.1.</b> – Ask and answer questions to determine understanding of a text, referring to the text as the basis for the answers.</p> <p><b>RL.3.3.</b> – Describe characters in story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p style="text-align: center;"><u><b>Craft and Structure</b></u></p> <p><b>RL.3.4.</b> – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL.3.5.</b> – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part builds on earlier sections.</p> <p style="text-align: center;"><u><b>Integration of Knowledge and Ideas</b></u></p> <p><b>RL.3.7.</b> – Explain how specific aspects of a text's illustrations contribute to what is being conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b>RL.3.9.</b> – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p style="text-align: center;"><u><b>Range of Reading and Level of Text Complexity</b></u></p> <p><b>RL.3.10.</b> – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><b>Foundational Skills</b>-----</p> <p style="text-align: center;"><u><b>Phonics and Word Recognition</b></u></p> <p><b>RF.3.3.</b> – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.3.3a.</b> - Identify and know the meaning of the most common prefixes and derivational suffixes.</p>

- RF.3.3b.** - Decode words with common Latin suffixes
- RF.3.3c.** - Decode multisyllable words.
- RF.3.3d.** - Read grade-appropriate irregularly spelled words.

**Fluency**

- RF.3.4.** - Read with sufficient accuracy and fluency to support comprehension.
  - RF.3.4a.** - Read grade-level text with purpose and understanding.
  - RF.3.4b.** - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - RF.3.4c.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing** -----

**Text Types and Purposes**

- W.3.3.** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - W.3.3a.** - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - W.3.3b.** - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - W.3.3c.** - Use temporal words and phrases to signal event order.
  - W.3.3d.** - Provide a sense of closure.

**Production and Distribution of Writing**

- W.3.4.** - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6.** - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Range of Writing**

- W.3.10.** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Understand the author's purpose of Informational (nonfiction) text is to inform.
- Ask/Answer questions related to a given topic using an informational text.
- Reference an informational text piece to answer questions.

Instructional Window #2	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>How the unit will be assessed: <b>Summative Assessments</b></p> <p><b>Formative Assessments</b></p>	<p>Unit 2 Title:</p> <p><b>Introduction to Informational Text: Meet Michigan and It's First People</b></p>	<p><b>Reading Informational Text</b> -----</p> <p><b><u>Key Ideas and Details</u></b></p> <p><b>RI.3.1.</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>RI.3.2.</b> - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3.</b> - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b><u>Craft and Structure</u></b></p> <p><b>RI.3.4.</b> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p><b>RI.3.5.</b> - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6.</b> - Distinguish their own point of view from that of the author of a text.</p> <p><b><u>Integration of Knowledge and Ideas</u></b></p> <p><b>RI.3.7.</b> - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8.</b> - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9.</b> - Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p><b>RI.3.10.</b> - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>

**Foundational Skills**-----

**Phonics and Word Recognition**

**RF.3.3.** – Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.3.3a.** - Identify and know the meaning of the most common prefixes and derivational suffixes.

**RF.3.3b.** - Decode words with common Latin suffixes

**RF.3.3c.** - Decode multisyllable words.

**RF.3.3d.** - Read grade-appropriate irregularly spelled words.

**Fluency**

**RF.3.4.** - Read with sufficient accuracy and fluency to support comprehension.

**RF.3.4a.** - Read grade-level text with purpose and understanding.

**RF.3.4b.** - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RF.3.4c.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**-----

**Text Types and Purposes**

**W.3.3.** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.3.3a.** - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.3.3b.** - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**W.3.3c.** - Use temporal words and phrases to signal event order.

**W.3.3d.** - Provide a sense of closure.

**Production and Distribution of Writing**

**W.3.4.** - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.3.6.** - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Range of Writing**

**W.3.10.** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening**-----

**Comprehension and Collaboration**

**SL.3.3.** – Ask and answer questions about information from the speaker, offering appropriate elaboration and detail.

**Presentation of Knowledge and Ideas**

		<p><b>SL.3.4.</b> – Report on a topic or text, tell a story, or recount an experience, with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>Language</b> -----</p> <p style="text-align: center;"><b><u>Conventions of Standard English</u></b></p> <p><b>L.3.2.</b> – Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;"><b>L.3.2a.</b> – Capitalize appropriate words and titles.</p> <p style="padding-left: 20px;"><b>L.3.2b.</b> – Use commas in addresses.</p> <p style="padding-left: 20px;"><b>L.3.2e.</b> – Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p style="padding-left: 20px;"><b>L.3.2f.</b> – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patters, ending rules, meaningful word parts) in writing words.</p> <p style="text-align: center;"><b><u>Vocabulary Acquisition and Use</u></b></p> <p><b>L.3.4.</b> – Determine or clarify the meaning of the unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p style="padding-left: 20px;"><b>L.3.4a.</b> – Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p style="padding-left: 20px;"><b>L.3.4b.</b> – Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p style="padding-left: 20px;"><b>L.3.4c.</b> – Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)</p> <p style="padding-left: 20px;"><b>L.3.4d.</b> – Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.3.5.</b> – Demonstrate understanding of word relationships and nuances in word meanings.</p> <p style="padding-left: 20px;"><b>L.3.5a.</b> – Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p style="padding-left: 20px;"><b>L.3.5b.</b> – Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p style="padding-left: 20px;"><b>L.3.5c.</b> – Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p><b>L.3.6.</b> – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them)</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Determine the moral or lesson of a given fable/folktale.
- Determine the key details in a fable/folktale.
- Develop their own fable/folktale including a moral/lesson and key details.

Instructional Window #3	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>How the unit will be assessed: <b>Summative Assessments</b></p> <p><b>Formative Assessments</b></p>	<p>Unit 3 Title:</p> <p><b>Reading Literature: Fables and Folktales</b></p>	<p><b>Reading Literature</b>-----</p> <p style="text-align: center;"><u><b>Key Ideas and Details</b></u></p> <p><b>RL.3.1.</b> – Ask and answer questions to determine understanding of a text, referring to the text as the basis for the answers.</p> <p><b>RL.3.3.</b> – Describe characters in story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p style="text-align: center;"><u><b>Craft and Structure</b></u></p> <p><b>RL.3.4.</b> – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL.3.5.</b> – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part builds on earlier sections.</p> <p style="text-align: center;"><u><b>Integration of Knowledge and Ideas</b></u></p> <p><b>RL.3.7.</b> – Explain how specific aspects of a text's illustrations contribute to what is being conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b>RL.3.9.</b> – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p style="text-align: center;"><u><b>Range of Reading and Level of Text Complexity</b></u></p> <p><b>RL.3.10.</b> – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><b>Foundational Skills</b>-----</p> <p style="text-align: center;"><u><b>Phonics and Word Recognition</b></u></p> <p><b>RF.3.3.</b> – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;"><b>RF.3.3a.</b> - Identify and know the meaning of the most common prefixes and derivational</p>

suffixes.

**RF.3.3b.** - Decode words with common Latin suffixes

**RF.3.3c.** - Decode multisyllable words.

**RF.3.3d.** - Read grade-appropriate irregularly spelled words.

**Fluency**

**RF.3.4.** - Read with sufficient accuracy and fluency to support comprehension.

**RF.3.4a.** - Read grade-level text with purpose and understanding.

**RF.3.4b.** - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RF.3.4c.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing** -----

**Text Types and Purposes**

**W.3.1.** - Write opinion pieces on topics or texts, supporting a point of view with reasons.

**W.3.1a.** - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**W.3.1b.** - Provide reasons that support the opinion.

**W.3.1c.** - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

**W.3.1d.** - Provide a concluding statement or section.

**Production and Distribution of Writing**

**W.3.4.** - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.3.6.** - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Range of Writing**

**W.3.10.** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Research to Build and Present Knowledge**

**W.3.7.** - Conduct short research projects that build knowledge about a topic.

**W.3.8.** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Language** -----

**Conventions of Standard English**

**L.3.1.** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.3.1a.** - Explain the functions of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

		<p><b>L.3.1b.</b> – Form and use regular and irregular plural nouns.</p> <p><b>L.3.1c.</b> – Use abstract nouns (e.g., childhood).</p> <p><b>L.3.1d.</b> – Form and use regular and irregular verbs.</p> <p><b>L.3.1e.</b> – Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p><b>L.3.1f.</b> – Ensure subject verb and pronoun antecedent agreement.</p> <p><b>L.3.1g.</b> – Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is supposed to be modified.</p> <p><b>L.3.1h.</b> – use coordinating and subordinating conjunctions.</p> <p><b>L.3.1i.</b> – produce simple, compound, and complex sentences.</p> <p><b>L.3.2c.</b> – Use commas and quotation marks in dialogue.</p> <p><b>L.3.2e.</b> – Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><b>L.3.2f.</b> – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patters, ending rules, meaningful word parts) in writing words.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Identify the different text features in an informational text.
- Use text features as a means to locate specific information within an informational text.
- Use the text features of a given informational text to build and demonstrate comprehension of the material.

Instructional Window #4	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>How the unit will be assessed: <b>Summative Assessments</b></p> <p><b>Formative Assessments</b></p>	<p>Unit 4 Title:</p> <p><b>Informational Text: How Michigan Got Its Start</b></p>	<p><b>Reading Informational Text</b> -----</p> <p style="text-align: center;"><b><u>Key Ideas and Details</u></b></p> <p><b>RI.3.1.</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>RI.3.2.</b> - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3.</b> - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p style="text-align: center;"><b><u>Craft and Structure</u></b></p> <p><b>RI.3.4.</b> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p><b>RI.3.5.</b> - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6.</b> - Distinguish their own point of view from that of the author of a text.</p> <p style="text-align: center;"><b><u>Integration of Knowledge and Ideas</u></b></p> <p><b>RI.3.7.</b> - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8.</b> - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9.</b> - Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p style="text-align: center;"><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p><b>RI.3.10.</b> - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band</p>

independently and proficiently.

**Foundational Skills**-----

**Phonics and Word Recognition**

**RF.3.3.** – Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.3.3a.** - Identify and know the meaning of the most common prefixes and derivational suffixes.

**RF.3.3b.** - Decode words with common Latin suffixes

**RF.3.3c.** - Decode multisyllable words.

**RF.3.3d.** - Read grade-appropriate irregularly spelled words.

**Fluency**

**RF.3.4.** - Read with sufficient accuracy and fluency to support comprehension.

**RF.3.4a.** - Read grade-level text with purpose and understanding.

**RF.3.4b.** - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RF.3.4c.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**-----

**Text Types and Purposes**

**W.3.1.** - Write opinion pieces on topics or texts, supporting a point of view with reasons.

**W.3.1a.** - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**W.3.1b.** - Provide reasons that support the opinion.

**W.3.1c.** - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

**W.3.1d.** - Provide a concluding statement or section.

**Production and Distribution of Writing**

**W.3.4.** - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.3.6.** - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Range of Writing**

**W.3.10.** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Language**-----

**Conventions of Standard English**

**L.3.2e.** – Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

**L.3.2f.** – Using spelling patterns and generalizations (e.g., word families, position-based

		<p>spellings, syllable patters, ending rules, meaningful word parts) in writing words.</p> <p style="text-align: center;"><b><u>Vocabulary Acquisition and Use</u></b></p> <p><b>L.3.4.</b> – Determine or clarify the meaning of the unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L.3.4a.</b> – Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.3.4b.</b> – Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p><b>L.3.4c.</b> – Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)</p> <p><b>L.3.4d.</b> – Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.3.5.</b> – Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.3.5a.</b> – Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p><b>L.3.5b.</b> – Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p><b>L.3.5c.</b> – Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p><b>L.3.6.</b> – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them)</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Analyze stories from the mystery genre.
- Develop critical thinking skills.
- Compare and Contrast books from the same author.

Instructional Window #5	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>How the unit will be assessed: <b>Summative Assessments</b></p> <p><b>Formative Assessments</b></p>	<p>Unit 5 Title:</p> <p><b>Reading Literature: Mysteries</b></p>	<p><b>Reading Literature</b>-----</p> <p style="text-align: center;"><u><b>Key Ideas and Details</b></u></p> <p><b>RL.3.1.</b> – Ask and answer questions to determine understanding of a text, referring to the text as the basis for the answers.</p> <p><b>RL.3.3.</b> – Describe characters in story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p style="text-align: center;"><u><b>Craft and Structure</b></u></p> <p><b>RL.3.4.</b> – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL.3.5.</b> – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part builds on earlier sections.</p> <p style="text-align: center;"><u><b>Integration of Knowledge and Ideas</b></u></p> <p><b>RL.3.7.</b> – Explain how specific aspects of a text's illustrations contribute to what is being conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b>RL.3.9.</b> – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p style="text-align: center;"><u><b>Range of Reading and Level of Text Complexity</b></u></p> <p><b>RL.3.10.</b> – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><b>Foundational Skills</b>-----</p> <p style="text-align: center;"><u><b>Phonics and Word Recognition</b></u></p> <p><b>RF.3.3.</b> – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.3.3a.</b> - Identify and know the meaning of the most common prefixes and derivational</p>

suffixes.

**RF.3.3b.** - Decode words with common Latin suffixes

**RF.3.3c.** - Decode multisyllable words.

**RF.3.3d.** - Read grade-appropriate irregularly spelled words.

**Fluency**

**RF.3.4.** - Read with sufficient accuracy and fluency to support comprehension.

**RF.3.4a.** - Read grade-level text with purpose and understanding.

**RF.3.4b.** - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RF.3.4c.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing** -----

**Text Types and Purposes**

**W.3.2.** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**W.3.2a.** - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

**W.3.2b.** - Develop the topic with facts, definitions, and details.

**W.3.2c.** - Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

**W.3.2d.** - Provide a concluding statement or section.

**Production and Distribution of Writing**

**W.3.4.** - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.3.6.** - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Range of Writing**

**W.3.10.** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Language** -----

**Conventions of Standard English**

**L.3.2d.** - Form and use possessives.

**L.3.2e.** - Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

**L.3.2f.** - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Understand cause/effect relationship of historical and current growth in Michigan.
- Describe the sequence of events that led to Michigan's growth using language that pertains to time.

Instructional Window #6	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>How the unit will be assessed: <b>Summative Assessments</b></p> <p><b>Formative Assessments</b></p>	<p>Unit 6 Title: <b>Informational Text: Growth and Development of Michigan</b></p>	<p><b>Reading Informational Text</b> -----</p> <p><b><u>Key Ideas and Details</u></b></p> <p><b>RI.3.1.</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>RI.3.2.</b> - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3.</b> - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b><u>Craft and Structure</u></b></p> <p><b>RI.3.4.</b> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p><b>RI.3.5.</b> - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6.</b> - Distinguish their own point of view from that of the author of a text.</p> <p><b><u>Integration of Knowledge and Ideas</u></b></p> <p><b>RI.3.7.</b> - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8.</b> - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9.</b> - Compare and contrast the most important points and key details presented in two texts on the</p>

same topic.

**Range of Reading and Level of Text Complexity**

**RI.3.10.** - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**Foundational Skills**-----

**Phonics and Word Recognition**

**RF.3.3.** – Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.3.3a.** - Identify and know the meaning of the most common prefixes and derivational suffixes.

**RF.3.3b.** - Decode words with common Latin suffixes

**RF.3.3c.** - Decode multisyllable words.

**RF.3.3d.** - Read grade-appropriate irregularly spelled words.

**Fluency**

**RF.3.4.** - Read with sufficient accuracy and fluency to support comprehension.

**RF.3.4a.** - Read grade-level text with purpose and understanding.

**RF.3.4b.** - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RF.3.4c.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**-----

**Text Types and Purposes**

**W.3.2.** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**W.3.2a.** - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

**W.3.2b.** - Develop the topic with facts, definitions, and details.

**W.3.2c.** - use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

**W.3.2d.** - Provide a concluding statement or section.

**Production and Distribution of Writing**

**W.3.4.** - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.3.6.** - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Range of Writing**

**W.3.10.** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

		<p><b>Language</b> -----</p> <p style="text-align: center;"><b><u>Conventions of Standard English</u></b></p> <p><b>L.3.2e.</b> – Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><b>L.3.2f.</b> – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patters, ending rules, meaningful word parts) in writing words.</p> <p style="text-align: center;"><b><u>Vocabulary Acquisition and Use</u></b></p> <p><b>L.3.4.</b> – Determine or clarify the meaning of the unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L.3.4a.</b> – Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.3.4b.</b> – Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p><b>L.3.4c.</b> – Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)</p> <p><b>L.3.4d.</b> – Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.3.5.</b> – Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.3.5a.</b> – Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p><b>L.3.5b.</b> – Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p><b>L.3.5c.</b> – Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p><b>L.3.6.</b> – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Know and be able read different forms of poetry.
- Compose a collection of varied forms of poetry.

Instructional Window #7	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>How the unit will be assessed: <b>Summative Assessments</b></p> <p><b>Formative Assessments</b></p>	<p>Unit 7 Title: <b>Reading Literature: Poetry</b></p>	<p><b>Reading Literature</b>-----</p> <p><b>Key Ideas and Details</b></p> <p><b>RL.3.1.</b> – Ask and answer questions to determine understanding of a text, referring to the text as the basis for the answers.</p> <p><b>RL.3.3.</b> – Describe characters in story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>Craft and Structure</b></p> <p><b>RL.3.4.</b> – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL.3.5.</b> – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part builds on earlier sections.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>RL.3.7.</b> – Explain how specific aspects of a text's illustrations contribute to what is being conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b>RL.3.9.</b> – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RL.3.10.</b> – By the end of the year, read and comprehend literature, including stories, dramas, and</p>

poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

**Foundational Skills**-----

**Phonics and Word Recognition**

**RF.3.3.** – Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.3.3a.** - Identify and know the meaning of the most common prefixes and derivational suffixes.

**RF.3.3b.** - Decode words with common Latin suffixes

**RF.3.3c.** - Decode multisyllable words.

**RF.3.3d.** - Read grade-appropriate irregularly spelled words.

**Fluency**

**RF.3.4.** - Read with sufficient accuracy and fluency to support comprehension.

**RF.3.4a.** - Read grade-level text with purpose and understanding.

**RF.3.4b.** - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RF.3.4c.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**-----

**Text Types and Purposes**

**W.3.3.** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.3.3a.** - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.3.3b.** - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**W.3.3c.** - Use temporal words and phrases to signal event order.

**W.3.3d.** - Provide a sense of closure.

**Production and Distribution of Writing**

**W.3.4.** - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.3.6.** - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Range of Writing**

**W.3.10.** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Language**-----

**Conventions of Standard English**

**L.3.2e.** – Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

		<p><b>L.3.2f.</b> – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patters, ending rules, meaningful word parts) in writing words.</p> <p style="text-align: center;"><b><u>Knowledge of Language</u></b></p> <p><b>L.3.3.</b> – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.3.3a.</b> – Choose words and phrases for effect.</p> <p><b>L.3.3b.</b> – recognize and observe differences in the conventions of spoken and written standard English.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Determine the author’s point of view in a text.
- Develop their own point of view from that of the author using details and information for support.

<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>How the unit will be assessed: <b>Summative Assessments</b></p> <p><b>Formative Assessments</b></p>	<p>Unit 8 Title: <b>Reading Informational Text: Michigan's Government and Public Issues</b></p>	<p><b>Reading Informational Text</b> -----</p> <p style="text-align: center;"><b><u>Key Ideas and Details</u></b></p> <p><b>RI.3.1.</b> – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>RI.3.2.</b> – Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3.</b> – Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p style="text-align: center;"><b><u>Craft and Structure</u></b></p> <p><b>RI.3.4.</b> – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p><b>RI.3.5.</b> – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6.</b> – Distinguish their own point of view from that of the author of a text.</p> <p style="text-align: center;"><b><u>Integration of Knowledge and Ideas</u></b></p> <p><b>RI.3.7.</b> – Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8.</b> – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9.</b> – Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p style="text-align: center;"><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p><b>RI.3.10.</b> – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><b>Foundational Skills</b>-----</p> <p style="text-align: center;"><b><u>Phonics and Word Recognition</u></b></p> <p><b>RF.3.3.</b> – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;"><b>RF.3.3a.</b> - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p style="padding-left: 20px;"><b>RF.3.3b.</b> - Decode words with common Latin suffixes</p> <p style="padding-left: 20px;"><b>RF.3.3c.</b> - Decode multisyllable words.</p> <p style="padding-left: 20px;"><b>RF.3.3d.</b> - Read grade-appropriate irregularly spelled words.</p> <p style="text-align: center;"><b><u>Fluency</u></b></p> <p><b>RF.3.4.</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 20px;"><b>RF.3.4a.</b> - Read grade-level text with purpose and understanding.</p> <p style="padding-left: 20px;"><b>RF.3.4b.</b> - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>RF.3.4c.</b> - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
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**Writing** -----

**Text Types and Purposes**

- W.3.1.** – Write opinion pieces on topics or texts, supporting a point of view with reasons.  
**W.3.1a.** – Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  
**W.3.1b.** – Provide reasons that support the opinion.  
**W.3.1c.** – Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.  
**W.3.1d.** – Provide a concluding statement or section.

**Production and Distribution of Writing**

- W.3.4.** – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  
**W.3.5.** – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  
**W.3.6.** – With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Range of Writing**

- W.3.10.** – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening** -----

**Comprehension and Collaboration**

- SL.3.3.** – Ask and answer questions about information from the speaker, offering appropriate elaboration and detail.

**Presentation of Knowledge and Ideas**

- SL.3.4.** – Report on a topic or text, tell a story, or recount an experience, with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Language** -----

**Conventions of Standard English**

- L.3.2e.** – Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).  
**L.3.2f.** – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patters, ending rules, meaningful word parts) in writing words.

**Vocabulary Acquisition and Use**

- L.3.4.** – Determine or clarify the meaning of the unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.  
**L.3.4a.** – Use sentence-level context as a clue to the meaning of a word or phrase.  
**L.3.4b.** – Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).  
**L.3.4c.** – Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*)

		<p><b>L.3.4d.</b> – Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.3.5.</b> – Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.3.5a.</b> – Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p><b>L.3.5b.</b> – Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p><b>L.3.5c.</b> – Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p><b>L.3.6.</b> – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Demonstrate their understanding of reading both literature and informational text.

Instructional Window #9	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>4 weeks</b></p> <p>How the unit will be assessed: <b>Summative Assessments</b></p> <p><b>Formative Assessments</b></p>	<p>Unit 9 Title: <b>Reading Literature and Informational Text Review</b></p>	<p><b>Reading Literature</b>-----</p> <p style="text-align: center;"><b><u>Key Ideas and Details</u></b></p> <p><b>RL.3.1.</b> – Ask and answer questions to determine understanding of a text, referring to the text as the basis for the answers.</p> <p><b>RL.3.3.</b> – Describe characters in story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p style="text-align: center;"><b><u>Craft and Structure</u></b></p> <p><b>RL.3.4.</b> – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL.3.5.</b> – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part builds on earlier sections.</p> <p style="text-align: center;"><b><u>Integration of Knowledge and Ideas</u></b></p> <p><b>RL.3.7.</b> – Explain how specific aspects of a text’s illustrations contribute to what is being conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b>RL.3.9.</b> – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p style="text-align: center;"><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p><b>RL.3.10.</b> – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><b>Reading Informational Text</b> -----</p> <p style="text-align: center;"><b><u>Key Ideas and Details</u></b></p> <p><b>RI.3.1.</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>RI.3.2.</b> - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3.</b> - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p style="text-align: center;"><b><u>Craft and Structure</u></b></p> <p><b>RI.3.4.</b> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p><b>RI.3.5.</b> - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6.</b> - Distinguish their own point of view from that of the author of a text.</p> <p style="text-align: center;"><b><u>Integration of Knowledge and Ideas</u></b></p> <p><b>RI.3.7.</b> - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>

**RI.3.8.** - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**RI.3.9.** - Compare and contrast the most important points and key details presented in two texts on the same topic.

**Range of Reading and Level of Text Complexity**

**RI.3.10.** - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**Foundational Skills**-----

**Phonics and Word Recognition**

**RF.3.3.** – Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.3.3a.** - Identify and know the meaning of the most common prefixes and derivational suffixes.

**RF.3.3b.** - Decode words with common Latin suffixes

**RF.3.3c.** - Decode multisyllable words.

**RF.3.3d.** - Read grade-appropriate irregularly spelled words.

**Fluency**

**RF.3.4.** - Read with sufficient accuracy and fluency to support comprehension.

**RF.3.4a.** - Read grade-level text with purpose and understanding.

**RF.3.4b.** - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RF.3.4c.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**-----

**Text Types and Purposes**

**W.3.2.** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**W.3.2a.** - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

**W.3.2b.** - Develop the topic with facts, definitions, and details.

**W.3.2c.** - Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

**W.3.2d.** - Provide a concluding statement or section.

**Production and Distribution of Writing**

**W.3.4.** - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.3.6.** - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Range of Writing**

		<p><b>W.3.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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## SCOPE AND SEQUENCE

Grade Level: **Third**

Subject: **Math**

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Use base-ten blocks to count, read, and write numbers to 10,000
- Count by 1's, 10's, 100's, 1,000's, and 10,000's
- Use base-ten blocks and a place-value chart to read, write, and represent numbers to 10,000
- Read and write numbers to 10,000 in standard form, expanded form, and word form
- Use base-ten blocks to compare and order numbers
- Use place value to compare and order numbers

Instructional Window #1	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>9</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed:  <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 1 Title:  <b>Chapter 1:</b>  <b>Numbers to 10,000</b></p>	<p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b></p> <p><b>3.OA.9.</b> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Add 2 digit numbers mentally with or without regrouping
- Subtract 2-digit numbers mentally with or without regrouping
- Use different strategies to add 2-digit numbers close to 100 mentally
- Round numbers to estimate sums and differences
- Use front-end estimation to estimate sums and differences

Instructional Window #2	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>7</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 2 Title:</p> <p><b>Chapter 2: Mental Math and Estimation</b></p>	<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b></p> <p><b>3.NBT.1.</b> – Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p><b>3.NBT.2.</b> – Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b></p> <p><b>3.OA.8.</b> – Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Add greater numbers without regrouping
- Add greater numbers with regrouping in the hundreds
- Add greater numbers with regrouping in the ones, tens, and hundreds

Instructional Window #3	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>7</b></p> <p>Approximate number of re-teaching days: <b>2</b></p> <p>How the unit will be assessed:  <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 3 Title:</p> <p><b>Chapter 3: Addition up to 10,000</b></p>	<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b></p> <p><b>3.NBT.2.</b> – Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Use base-ten blocks to subtract without regrouping
- Use base-ten blocks to subtract with regrouping
- Use base-ten blocks to subtract across zeros
- Write subtraction number sentences
- Solve subtraction word problems

Instructional Window #4	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>8</b></p> <p>Approximate number of re-teaching days: <b>2</b></p> <p>How the unit will be assessed:  <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 4 Title:</p> <p><b>Chapter 4: Subtraction up to 10,000</b></p>	<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b></p> <p><b>3.NBT.2.</b> – Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Use bar models to solve 2-step real-world problems involving addition and subtraction

Instructional Window #5	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>5</b></p> <p>Approximate number of re-teaching days: <b>2</b></p> <p>How the unit will be assessed: <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 5 Title:</p> <p><b>Chapter 5: Using Bar Models: Addition and Subtraction</b></p>	<p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic</b></p> <p><b>3.OA.8.</b> – Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic</b></p> <p><b>3.NBT.2.</b> – Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Use multiplication properties
- Understand multiplication by using array models
- Practice multiplication facts of 6
- Understand multiplication by using area models
- Practice multiplication facts of 7
- Understand multiplication by using number lines
- Practice multiplication facts of 8
- Practice multiplication facts of 9
- Divide to find the number of items in each group
- Understand related multiplication and division facts
- Write division sentences for real-world problems

Instructional Window #6	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>15</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 6 Title:</p> <p><b>Chapter 6: Multiplication Tables of 6, 7, 8, and 9</b></p>	<p><b>Represent and solve problems involving multiplication and division</b></p> <p><b>3.OA.1.</b> – Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each.</p> <p><b>3.OA.2.</b> – Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as the number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p> <p><b>3.OA.3.</b> – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p><b>3.OA.4.</b> – Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p><b>Understand properties of multiplication and the relationship between multiplication and division</b></p> <p><b>3.OA.5.</b> – Apply properties of operations as strategies to multiply and divide</p> <p><b>3.OA.6.</b> – Understand division as an unknown-factor problem.</p> <p><b>Multiply and divide within 100</b></p> <p><b>3.OA.7.</b> – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic</b></p> <p><b>3.OA.9.</b> – Identify arithmetic patterns (including patterns in the addition table or multiplication table),</p>

		<p>and explain them using properties of operations.</p> <p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic</b></p> <p><b>3.NBT.3.</b> – Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of operations.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Multiply ones, tens, and hundreds mentally
- Multiply ones, tens, and hundreds without regrouping
- Multiply ones, tens, and hundreds with regrouping

<b>Instructional Window #7</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>
<p>Approximate number of instructional days: <b>8</b></p> <p>Approximate number of re-teaching days: <b>2</b></p> <p>How the unit will be assessed: <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p>	<p>Unit 7 Title:</p> <p><b>Chapter 7: Multiplication</b></p>	<p><b>Represent and solve problems involving multiplication and division</b></p> <p><b>3.OA.4.</b> – determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p><b>Understand properties of multiplication and the relationship between multiplication and division</b></p> <p><b>3.OA.5.</b> – Apply properties of operations as strategies to multiply and divide.</p> <p><b>Multiply and divide within 100</b></p> <p><b>3.OA.7.</b> – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 / 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic</b></p>

<b>Formal unit assessment</b>		<b>3.OA.9.</b> – Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Use related multiplication facts to divide
- Use patterns to divide multiples of 10 and 100
- Divide a 1-digit number or a 2-digit number by a 1-digit number with or without a remainder
- Use different strategies to identify odd or even numbers
- Use base-ten blocks and place value to divide 2-digit numbers without regrouping or remainders
- Use base-ten blocks and place value to divide 2-digit numbers by a 1-digit number with regrouping, with or without remainders

<p>Approximate number of instructional days: <b>7</b></p> <p>Approximate number of re-teaching days: <b>2</b></p> <p>How the unit will be assessed: <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 8 Title:</p> <p><b>Chapter 8: Division</b></p>	<p><b>Represent and solve problems involving multiplication and division</b></p> <p><b>3.OA.3.</b> – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p><b>3.OA.4.</b> – determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p><b>Understand properties of multiplication and the relationship between multiplication and division</b></p> <p><b>3.OA.5.</b> – Apply properties of operations as strategies to multiply and divide.</p> <p><b>3.OA.6.</b> – Understand division as an unknown factor problem.</p> <p><b>Multiply and divide within 100</b></p> <p><b>3.OA.7.</b> – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic</b></p> <p><b>3.OA.9.</b> – Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Use bar models to solve one-step multiplication word problems
- Use bar models to solve two-step word problems
- Choose the correct operations to solve two-step word problems
- Use bar models to solve two-step division word problems
- Recognize number relationship
- Solve two-step word problems using the four operations
- Represent the unknown quantities with letters

Instructional Window #9	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>9</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 9 Title:</p> <p><b>Chapter 9: Using Bar Models: Multiplication and Division</b></p>	<p><b>Represent and solve problems involving multiplication and division</b></p> <p><b>3.OA.3.</b> – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p><b>3.OA.4.</b> – determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p><b>Understand properties of multiplication and the relationship between multiplication and division</b></p> <p><b>3.OA.5.</b> – Apply properties of operations as strategies to multiply and divide.</p> <p><b>3.OA.6.</b> – Understand division as an unknown factor problem.</p> <p><b>Multiply and divide within 100</b></p> <p><b>3.OA.7.</b> – fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic</b></p> <p><b>3.OA.8.</b> – Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>

<b>Overarching Goals—by the end each instructional window, students will learn, know and be able to:</b>
<ul style="list-style-type: none"> <li>• Use kilometers, meters, and centimeters as units of measurement of length</li> <li>• Estimate and measure length</li> <li>• Convert units of measurement</li> <li>• Read scales in kilograms and grams</li> <li>• Estimate and find actual masses of objects by using different scales</li> <li>• Estimate and find the volume of liquid in liters and milliliters</li> <li>• Find the volume and capacity of a container</li> </ul>

Instructional Window #10	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>6</b></p> <p>Approximate number of re-teaching days: <b>2</b></p> <p>How the unit will be assessed: <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 10 Title:</p> <p><b>Chapter 11: Metric Length, Mass, and Volume</b></p>	<p><b>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b></p> <p><b>3.MD.2.</b> – Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses and volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p>

<b>Overarching Goals—by the end each instructional window, students will learn, know and be able to:</b>
<ul style="list-style-type: none"> <li>• Draw bar models to solve one-step and two-step measurement problems</li> <li>• Choose the operation to solve one-step and two-step problems</li> </ul>

Instructional Window #11	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>5</b></p> <p>Approximate number of re-teaching days: <b>2</b></p> <p>How the unit will be assessed: <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 11 Title:</p> <p><b>Chapter 12: Real-World Problems: Measurement</b></p>	<p><b>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b>  <b>3.MD.2.</b> – Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses and volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p> <p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic</b>  <b>3.NBT.2.</b> – Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction</p> <p><b>Represent and solve problems involving multiplication and division</b>  <b>3.OA.3.</b> – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  <b>3.OA.4.</b> – determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p><b>Understand properties of multiplication and the relationship between multiplication and division</b>  <b>3.OA.5.</b> – Apply properties of operations as strategies to multiply and divide.  <b>3.OA.6.</b> – Understand division as an unknown factor problem.</p> <p><b>Multiply and divide within 100</b>  <b>3.OA.7.</b> – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>

Overarching Goals—by the end each instructional window, students will learn, know and be able to:
<ul style="list-style-type: none"> <li>• Make bar graphs with scales using data in picture graphs and tally charts</li> <li>• Read and interpret data from bar graphs</li> <li>• Solve problems using bar graphs</li> <li>• Make a line plot to represent and interpret data</li> </ul>

Instructional Window #12	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>5</b></p> <p>Approximate number of re-teaching days: <b>2</b></p> <p>How the unit will be assessed: <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 12 Title:</p> <p><b>Chapter 13: Bar Graphs and Line Plots</b></p>	<p><b>Represent and Interpret Data</b></p> <p><b>3.MD.3.</b> – Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.</p> <p><b>3.MD.4.</b> – Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.</p>

Overarching Goals—by the end each instructional window, students will learn, know and be able to:

- Read, write, and identify fractions from wholes with more than 4 parts
- Identify numerator and denominator
- Use models and number lines to identify equivalent fractions
- Use multiplication and division to find equivalent fractions
- Write fractions in simplest form
- Compare and order fractions
- Show fractions as points or distances on a number line
- Compare and order fractions using benchmark fractions
- Add two or three fractions with sums to 1
- Subtract a like fraction from another like fraction or one whole
- Read, write, and identify fractions of a set
- Find the number of items in a fraction set
- Express whole numbers as fractions
- Recognize fractions that are equal to whole numbers

Instructional Window #13	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>10</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 13 Title:</p> <p><b>Chapter 14: Fractions</b></p>	<p><b>Reason with shapes and their attributes.</b>  <b>3.G.2.</b> – Partition shapes into parts with equal areas. Express the area of each part as a nit fraction of the whole.</p> <p><b>Develop understanding of fractions as numbers.</b>  <b>3.NF.2.</b> – Understand a fraction as a number on the number line; represent fractions on a number line diagram.  <b>3.NF.2a.</b> – Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and portioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.  <b>3.NF.2b.</b> – Represent a fraction <math>a/b</math> on a number line diagram by marking off a lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.  <b>3.NF.3a</b> – Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.  <b>3.NF.3b.</b>- Recognize and generate simple equivalent fractions, e.g., <math>1/2=2/4</math>, <math>4/6=2/3</math>. Explain why the fractions are equivalent, e.g., by by using a visual fraction model.</p> <p><b>Represent and Interpret Data</b>  <b>3.MD.4.</b> – Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.</p>

- Use inch, foot, yard, and mile as units of measurement for lengths
- Estimate and measure given lengths
- Use referents to estimate lengths
- Estimate and measure lengths in halves and fourths of an inch
- Estimate and show measurements in a line plot with a scale of whole numbers and fractions
- Use ounce, pound, and ton as units for weight
- Read scales in ounce (oz) and pound (lb)
- Estimate and find actual weights of objects by using different scales
- Use referents to estimate weight
- Measure capacity with cup (c), pint (pt), quart (qt), and gallon (gal)
- Estimate and find actual capacity of a container
- Relate units of capacity to one another

Instructional Window #14	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>10</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 14 Title:</p> <p><b>Chapter 15: Customary Length, Weight, and Capacity</b></p>	<p><b>Represent and Interpret Data</b></p> <p><b>3.MD.4.</b> – Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.</p> <p><b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition</b></p> <p><b>3.MD.7.</b> – Relate area to the operations of multiplication and addition</p>

Overarching Goals—by the end each instructional window, students will learn, know and be able to:

- Tell time to the minute
- Read time on a digital clock
- Change minutes to hours or hours to minutes
- Add and subtract time with or without regrouping
- Find elapsed time
- Read a Fahrenheit thermometer
- Choose the appropriate tool and unit to measure temperature
- Use a referent to estimate temperature
- Solve up to two-step word problems on time
- Solve word problems involving temperature

Instructional Window #15	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>9</b></p> <p>Approximate number of re-teaching days: <b>2</b></p> <p>How the unit will be assessed: <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 15 Title:</p> <p><b>Chapter 16: Time and Temperature</b></p>	<p><b>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects</b>  <b>3.MD.1.</b> – Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p><b>Represent and Interpret Data</b>  <b>3.MD.4.</b> – Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.</p> <p><b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition</b>  <b>3.MD.7a.</b> – Find the area of a rectangle with whole number side lengths by tilting it, and show that the area is the same as would be found by multiplying the side lengths.  <b>3.MD.7b.</b> – Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.  <b>3.MD.7c.</b> – Use tilting to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Identify open and closed figures
- Identify special polygons and quadrilaterals
- Classify polygons by the number of sides, vertices, and angles
- Classify quadrilaterals by parallel sides, length of sides, and angles
- Combine and separate polygons to make other polygons
- Identify a slide, flip, and a turn
- Identify congruent figures
- Slide flip and turn shapes to make congruent figures
- Identify symmetric figures
- Use folding to find a line of symmetry

Instructional Window #16	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>6</b></p> <p>Approximate number of re-teaching days: <b>2</b></p> <p>How the unit will be assessed:  <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 16 Title:</p> <p><b>Chapter 18: Two-Dimensional Shapes</b></p>	<p><b>Reason with shapes and their attributes</b></p> <p><b>3.G.1.</b> – Understand that shapes in different categories (e.g., rhombuses =, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- Understand the meaning of area
- Use square units to find the area of plane figures made of squares and half squares
- Compare the areas of plane figures and make plane figures of the same area
- Use square centimeter and square inch, square meters and square feet to find and compare the area of figures
- Estimate the area of small and large surfaces
- Understand the meaning of perimeter
- Find the perimeter of figures formed using small squares
- Compare the area and perimeter of two figures

Instructional Window #17	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>9</b></p> <p>Approximate number of re-teaching days: <b>2</b></p> <p>How the unit will be assessed: <b>Pre-assessment</b></p> <p><b>Ongoing diagnostic (informal) assessments</b></p> <p><b>Formal unit assessment</b></p>	<p>Unit 17 Title:</p> <p><b>Chapter 19: Area and Perimeter</b></p>	<p><b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition</b></p> <p><b>3.MD.5a.</b> – A square with side length 1 unit, called a “unit square”, is said to have “one square unit” of area, and can be used to measure area</p> <p><b>3.MD.5b.</b> – A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</p> <p><b>3.MD.6.</b> – Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p><b>3.MD.7d.</b> – Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p> <p><b>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures</b></p> <p><b>3.MD.8.</b> – Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>

## SCOPE AND SEQUENCE

Grade Level: **Third**

Subject: **Science**

**Overarching Goals—by the end each instructional window, students will learn and know:**

1. The Earth’s surface is made up of many different materials, such as minerals, rocks, sand, clay, silt, gravel, and soil.
2. Humans are dependent on Earth materials as natural resources to manufacture objects and provide fuels.
3. Manufactured materials can be reused, reduced, and recycled to conserve natural resources.
4. The surface of the Earth is constantly changing through erosion, glaciers, volcanoes, landslides, and earthquakes.
5. Humans also change the surface of the Earth through farming and development.

Instructional Window #1	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>18</b></p> <p>Approximate number of re-teaching days: <b>2</b></p> <p>How the unit will be assessed:  <b>Pre-Assessment</b>   <b>Post-Assessment</b></p>	<p>Unit 1 Title:  <b>Earth and Me</b></p>	<p><b>Earth Systems</b>  <b>E.ES.E.4 Natural Resources-</b> The supply of many natural resources is limited. Humans have devised methods for extending their use of natural resources through recycling, reuse, and renewal.  <b>E.ES.03.41</b> Identify natural resources (metals, fuels, fresh water, fertile soil, and forests). *  <b>E.ES.03.42</b> Classify renewable (fresh water, fertile soil, forests) and non-renewable (fuels, metals) resources. *  <b>E.ES.03.43</b> Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).  <b>E.ES.03.44</b> Recognize that paper, metal, glass, and some plastics can be recycled.  <b>E.ES.E.5 Human Impact-</b> Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms.  <b>E.ES.03.51</b> Describe ways humans are dependent on the natural environment (forests, water, clean air, Earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry).  <b>E.ES.03.52</b> Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable, and non-renewable resources).</p> <p><b>Solid Earth</b>  <b>E.SE.E.1 Earth Materials-</b> Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.  <b>E.SE.03.13</b> Recognize and describe different types of Earth materials (mineral, rock, clay, boulder, gravel, sand, soil, water, and air).  <b>E.SE.03.14</b> Recognize that rocks are made up of minerals.</p>

		<p><b>E.SE.E.2 Surface Changes-</b> The surface of Earth changes. Some changes are due to slow processes, such as erosion and weathering; and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.</p> <p><b>E.SE.03.22</b> Identify and describe natural causes of change in the Earth's surface (erosion, glaciers, volcanoes, landslides, and earthquakes).</p> <p><b>E.SE.E.3</b> Using Earth Materials- Some Earth materials have properties that make them useful either in their present form or designed and modified to solve human problems. They can enhance the quality of life as in the case of materials used for building or fuels used for heating and transportation.</p> <p><b>E.SE.03.31</b> Identify Earth materials used to construct some common objects (bricks, buildings, roads, glass).</p> <p><b>E.SE.03.32</b> Describe how materials taken from the Earth can be used as fuels for heating and transportation</p>
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**Overarching Goals—by the end each instructional window, students will learn and know:**

1. **Motion is the change in position of an object.**
2. **The force of gravity pulls objects toward the Earth.**
3. **Forces can start, stop, or change the motion of an object.**

Instructional Window #2	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>18</b></p> <p>Approximate number of re-teaching days: <b>2</b></p> <p>How the unit will be assessed:  <b>Pre-assessment</b>   <b>Post-assessment</b></p>	<p>Unit 2 Title:   <b>Changes in Motion</b></p>	<p><b>Force and Motion</b>  <b>P.FM.E.2 Gravity-</b> Earth pulls down on all objects with a force called gravity. With very few exceptions, objects fall to the ground no matter where the object is on the Earth.  <b>P.FM.03.22</b> Identify the force that pulls objects towards the Earth.  <b>P.FM.E.3 Force-</b> A force is either a push or a pull. The motion of objects can be changed by forces. The size of the change is related to the size of the force. The change is also related to the weight (mass) of the object on which the force is being exerted. When an object does not move in response to a force, it is because another force is being applied by the environment.  <b>P.FM.03.35</b> Describe how a push or a pull is a force.  <b>P.FM.03.36</b> Relate a change in motion of an object to the force that caused the change of motion.  <b>P.FM.03.37</b> Demonstrate how the change in motion of an object is related to the strength of the force acting upon the object and to the mass of the object.  <b>P.FM.03.38</b> Demonstrate when an object does not move in response to a force, it is because another force is acting on it.  <b>P.FM.E.4 Speed-</b> An object is in motion when its position is changing. The speed of an object is defined by how far it travels in a standard amount of time.  <b>P.FM.03.41</b> Describe the motion of objects in terms of direction.  <b>P.FM.03.42</b> Identify changes in motion (change direction, speeding up, slowing down).  <b>P.FM.03.43</b> Relate the speed of an object to the distance it travels in a standard amount of time.</p>

**Overarching Goals—by the end each instructional window, students will learn and know:**

1. Light is necessary for sight.
2. Light travels in a straight path, and shadows are created when light is blocked.
3. The path of light changes as it passes through different material.
4. Sound can be described in terms of pitch and volume; sound is produced by vibrations.
5. Light and sound are forms of energy.
6. Questions and investigations provide evidence for understanding science concepts.
7. Evidence helps us make scientific decisions.

Instructional Window #3	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>18</b></p> <p>Approximate number of re-teaching days: <b>2</b></p> <p>How the unit will be assessed:</p> <p><b>Pre – assessment</b></p> <p><b>Post – assessment</b></p>	<p>Unit 3 Title:</p> <p><b>Light and Sound</b></p>	<p><b>Energy</b></p> <p><b>P.EN.E.1 Forms of Energy-</b> Heat, electricity, light, and sound are forms of energy.</p> <p><b>P.EN.03.11</b> Identify light and sound as forms of energy.</p> <p><b>P.EN.E.2 Light Properties-</b> Light travels in a straight path. Shadows result from light not being able to pass through an object. When light travels at an angle from one substance to another (air and water), it changes direction.</p> <p><b>P.EN.03.21</b> Demonstrate that light travels in a straight path and that shadows are made by placing an object in a path of light.</p> <p><b>P.EN.03.22</b> Observe what happens to light when it travels from air to water (a straw half in the water and half in the air looks bent).</p> <p><b>P.EN.E.3 Sound-</b> Vibrating objects produce sound. The pitch of sound varies by changing the rate of vibration.</p> <p><b>P.EN.03.31</b> Relate sounds to their sources of vibrations (for example: a musical note produced by a vibrating guitar string, the sounds of a drum made by the vibrating drum head).</p> <p><b>P.EN.03.32</b> Distinguish the effect of fast or slow vibrations as pitch.</p> <p><b>Properties of Matter</b></p> <p><b>P.PM.E.5 Conductive and Reflective Properties-</b> Objects vary to the extent they absorb and reflect light energy and conduct heat and electricity.</p> <p><b>P.PM.03.51</b> Demonstrate how some materials are heated more than others by light that shines on them.</p> <p><b>P.PM.03.52</b> Explain how we need light to see objects: light from a source reflects off objects and enters our eyes.</p>

**Overarching Goals—by the end each instructional window, students will learn and know:**

1. Plant parts have special functions to help the plant carry out its life activities.
2. All of our food comes directly or indirectly from plants.
3. Questions and investigations help us learn new things.
4. Animals are diverse and have special characteristics that help them to survive in their specific environment.

Instructional Window #4	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>24</b></p> <p>Approximate number of re-teaching days: <b>2</b></p> <p>How the unit will be assessed:  <b>Pre – assessment</b></p> <p><b>Post - assessment</b></p>	<p>Unit 4 Title:</p> <p><b>Organisms have Character</b></p>	<p><b>Organization of Living Things</b></p> <p><b>L.OL.E.3 Structures and Functions-</b> Organisms have different structures that serve different functions in growth, survival, and reproduction.</p> <p><b>L.OL.03.31</b> Describe the function of the following plant parts: flower, stem, root, and leaf.</p> <p><b>L.OL.03.32</b> Identify and compare structures in animals used for controlling body temperature, support, movement, food-getting, and protection (for example: fur, wings, teeth, scales). *</p> <p><b>L.OL.E.4 Classification-</b> Organisms can be classified on the basis of observable characteristics.</p> <p><b>L.OL.03.41</b> Classify plants on the basis of observable physical characteristics (roots, leaves, stems, and flowers).</p> <p><b>L.OL.03.42</b> Classify animals on the basis of observable physical characteristics (backbone, body coverings, limbs).</p> <p><b>Evolution</b></p> <p><b>L.EV.E.1 Environmental Adaptation-</b> Different kinds of organisms have characteristics that help them to live in different environments.</p> <p><b>L.EV.03.11</b> Relate characteristics and functions of observable parts in a variety of plants that allow them to live in their environment (leaf shape, thorns, odor, color).</p> <p><b>L.EV.03.12</b> Relate characteristics and functions of observable body parts to the ability of animals to live in their environment (sharp teeth, claws, color, body coverings).</p>

## SCOPE AND SEQUENCE

Grade Level: 3

Subject: Social Studies

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. How does the geography of Michigan affect the way people live?
2. How have the geography and economy of Michigan shaped our past?
3. How have economics and the early history of Michigan influenced how Michigan grew?
4. How did people in Michigan work together to meet new challenges as Michigan grew?
5. How has the government in Michigan responded to the needs of people as Michigan has grown?
6. How do state and national governments work to solve problems citizens face?

Instructional Window #1	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>5 Weeks</b></p> <p>How the unit will be assessed: <b>Formative</b></p>	<p>Unit 1 Title: <b>The Geography of Michigan</b></p>	<p><b>Understand how regions are created from common physical and human characteristics.</b></p> <p style="padding-left: 20px;">2 – G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).</p> <p><b>Use geographic representations to acquire, process, and report information from a spatial perspective.</b></p> <p style="padding-left: 20px;">3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.</p> <p style="padding-left: 20px;">3 – G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.</p> <p><b>G2 Places and Regions</b></p> <p><b>Understand how regions are created from common physical and human characteristics.</b></p>

		<p>3 – G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.</p> <p>3 – G2.0.2 Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).</p> <p><b>G4 Human Systems</b>  <b>Understand how human activities help shape the Earth’s surface.</b></p> <ul style="list-style-type: none"> <li>• 3 – G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.</li> </ul> <p><b>G5 Environment and Society</b>  <b>Understand the effects of human-environment interactions.</b></p> <p>3 – G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.</p> <p>3 – G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan.</p>
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Instructional Window #2	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>6 Weeks</b></p> <p>How the unit will be assessed: <b>Formative</b></p>	<p>Unit 2 Title: <b>The Economy of Michigan</b></p>	<p><b>G4 Human Systems</b> <b>Understand how human activities help shape the Earth's surface.</b> 3 – G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (</p> <p><b>C3 Structure and Functions of Government</b> <b>Describe the structure of government in the United States and how it functions to serve citizens.</b> 3 – C3.0.2 Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).</p> <p><b>E1 Market Economy</b> <b>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</b> 3 – E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan. 3 – E1.0.2 Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan. 3 – E1.0.4 Describe how entrepreneurs combine natural, human, and</p>

		<p>capital resources to produce goods and services in Michigan. (H, G)</p> <p>3 – E1.0.5 Explain the role of business development in Michigan’s economic future.</p> <p><b>E2 National Economy</b>  <b>Use fundamental principles and concepts of economics to understand economic activity in the United States.</b></p> <p>3 – E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).</p> <p><b>E3 International Economy</b>  <b>Use fundamental principles and concepts of economics to understand economic activity in the global economy.)</b></p> <p>3 – E3.0.1 Identify products produced in other countries and consumed by people in Michigan.</p>
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Instructional Window #3	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>6 Weeks</b></p> <p>How the unit will be assessed:</p> <p><b>Use primary and secondary sources to write a historical narrative about daily life in the early settlement of Michigan.</b></p> <p><b>2. Construct a timeline of early Michigan history and explain the relationship among the events.</b></p>	<p>Unit 3 Title: <b>The Early History of Michigan</b></p>	<p><b>H3 History of Michigan (Through Statehood)</b> <b>Use historical thinking to understand the past.</b></p> <p>3 – H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)</p> <p>3 – H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.</p> <p>3 – H3.0.3 Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).</p> <p>3 – H3.0.4 Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.</p> <p>3 – H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.</p> <p>3 – H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.</p> <p>3 – H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).</p> <p>3 – H3.0.9 Describe how Michigan attained statehood.</p> <p>3 – H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).</p>

		<p><b>G4 Human Systems</b></p> <p><b>Understand how human activities help shape the Earth's surface.</b></p> <p>3 – G4.0.4 Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.</p>
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<b>Instructional Window #4</b>	<b>Instructional Units</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: <b>6 Weeks</b></p> <p>How the unit will be assessed:</p> <p>Make a presentation that explains population trends in Michigan using the criteria of push and pull factors, and geographic, economic, and historical concepts.</p>	<p>Unit 4 Title: <b>The Growth of Michigan</b></p>	<p><b>H3 History of Michigan (Through Statehood)</b></p> <p><b>Use historical thinking to understand the past.</b></p> <p>3 – H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)</p> <p><b>G4 Human Systems</b></p> <p><b>Understand how human activities help shape the Earth's surface.</b></p> <p>3 – G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)</p> <p>3 – G4.0.4 Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.</p> <p><b>E1 Market Economy</b></p> <p><b>Use fundamental principles and concepts of economics to understand economic activity</b></p>

		<p><b>in a market economy.</b></p> <p>3 – E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).</p> <p>3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p> <p><b>H3 History of Michigan (Beyond Statehood)</b></p> <p><b>Use historical thinking to understand the past.</b></p> <p>4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.</p> <p>4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.</p>
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Instructional Window #5	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>7 Weeks</b></p> <p>How the unit will be assessed:</p> <p><b>Formative</b></p>	<p>Unit 5 Title: <b>The Government of Michigan</b></p>	<p><b>C1 Purposes of Government</b> <b>Explain why people create governments.</b></p> <p>3 – C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).</p> <p><b>C2 Values and Principles of American Democracy</b> <b>Understand values and principles of American constitutional democracy.</b></p> <p>3 – C2.0.1 Describe how Michigan state government reflects the principle of representative government.</p> <p><b>C3 Structure and Functions of Government</b> <b>Describe the structure of government in the United States and how it functions to serve citizens.</b></p> <p>3 – C3.0.1 Distinguish between the roles of state and local government.</p> <p>3 – C3.0.3 Identify the three branches of state government in Michigan and the powers of each.</p> <p>3 – C3.0.4 Explain how state courts function to resolve conflict.</p> <p>3 – C3.0.5 Describe the purpose of the Michigan Constitution.</p> <p><b>C5 Role of the Citizen in American Democracy</b> <b>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</b></p> <p>3 – C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).</p>

Instructional Window #6	Instructional Units	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>6 Weeks</b></p> <p>How the unit will be assessed:</p> <p><b>Write a persuasive essay taking a position in a public issue facing Michigan residents. Support the position with data and a core democratic value. (3 - P3.1.2; 3 - P3.1.3; 3 - P3.3.1)</b></p> <p><b>2. Make an oral or visual presentation that informs classmates on public issue facing Michigan residents. In the presentation identify the issue and describe two viewpoints. (3 - P3.1.1; 3 - P3.1.2)</b></p>	<p>Unit 6 Title: <b>Public Issues Facing Michigan Citizens</b></p>	<p>P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>2 – P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.</p> <p><b>GLCE: Social Studies, 3rd Grade , Geography</b> G5 Environment and Society Understand the effects of human-environment interactions.</p> <p>3 – G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.</p> <p>3 – G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan. (H)</p> <p><b>GLCE: Social Studies, 3rd Grade , Civics &amp; Government</b> C5 Role of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</p> <p>3 – C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).</p> <p><b>GLCE: Social Studies, 3rd Grade , Discourse, Decisions, Ctzn Inv</b> P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>3 – P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.</p>

		<p>3 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.</p> <p>3 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.</p> <p>P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.</p> <p>3 – P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.</p>
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## SCOPE AND SEQUENCE

Grade Level: 4

Subject: ELA Reading

### Overarching Goals—by the end each instructional window, students will learn, know and be able to:

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 25 days</p> <p>Approximate number of re-teaching days: 5 days</p> <p>How the unit will be assessed: Participation in a classroom debate, State assessment</p>	<p>Unit 1 Title: Opinion (Persuasive)/ Informational Text</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support</p>	

		particular points. SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 <a href="#">here</a> for specific expectations.)	
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Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 30 days</p> <p>Approximate number of re-teaching days: 10 days</p> <p>How the unit will be assessed: IRI assessment, monthly book reports</p>	<p>Unit 2 Title: Narrative</p>	<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 <a href="#">here</a> for specific expectations.)</p>	

Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 30 days</p> <p>Approximate number of re-teaching days: 10 days</p> <p>How the unit will be assessed: monthly book reports and 2 project presentations</p>	<p>Unit 3 Title: Informational Nonfiction</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an</p>	

## SCOPE AND SEQUENCE

Grade Level: 4

Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Extend place-value concepts to the ten-thousands place.
2. Compare larger numbers up to 100,000.
3. Identify the rule in a pattern and continue the pattern.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 12 days</p> <p>Approximate number of re-teaching days: 3 days</p> <p>How the unit will be assessed: Student participation, workbook pages, homework, pre-test and post-test</p>	<p>Unit 1 Title: Math In Focus Chapter 1 Place Value of Whole Numbers</p>	<ul style="list-style-type: none"> <li>• 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</li> <li>• 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> <li>• 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</li> <li>• 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.</li> </ul>	

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<b>Overarching Goals—by the end each instructional window, students will learn, know and be able to:</b>
<ol style="list-style-type: none"> <li>1. Learn various methods of estimating sums, differences, products and quotients</li> <li>2. Be able to recognize factors, multiples, least common factors and least common multiples</li> </ol>

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 11 days</p> <p>Approximate number of re-teaching days: 2 days</p> <p>How the unit will be assessed: Student participation, workbook pages, homework, pre-test and post-test</p>	<p>Unit 2 Title: Math In Focus Chapter 2 Estimation and Number Theory</p>	<ul style="list-style-type: none"> <li>• 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</li> <li>• 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> <li>• 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.</li> <li>• 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</li> </ul>	

		<ul style="list-style-type: none"> <li>• 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</li> <li>• 4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</li> </ul>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Learn to multiply multi-digit numbers using place value concepts with or without regrouping.
2. Solve three-step real-world problems involving multiplication and division.

<b>Instructional Window #3</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: 19 days</p> <p>Approximate number of re-teaching days: 4 days</p> <p>How the unit will be assessed: Student participation, workbook pages, homework, pre-test and</p>	<p>Unit 3 Title: Math In Focus Chapter 3 Whole Number Multiplication and Division</p>	<ul style="list-style-type: none"> <li>• 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</li> <li>• 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> <li>• 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.</li> <li>• 4.NBT.4 Fluently add and subtract multi-digit</li> </ul>	

<p>post-test</p>		<p>whole numbers using the standard algorithm.</p> <ul style="list-style-type: none"> <li>• 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</li> <li>• 4.NBT 6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</li> <li>• 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</li> <li>• 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</li> <li>• 4.OA. 3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</li> </ul>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Name wholes and parts of whole using fractions and mixed numbers.
2. Add and subtract fractions and mixed numbers.

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 22 days</p> <p>Approximate number of re-teaching days: 3 days</p> <p>How the unit will be assessed: Student participation, workbook pages, homework, pre-test and post-test</p>	<p>Unit 4 Title: Math In Focus Chapter 6 Fractions and Mixed Numbers</p>	<ul style="list-style-type: none"> <li>• 4.NF.1 Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</li> <li>• 4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>1/2</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</li> <li>• 4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</li> <li>• 4.NF.3b Decompose a fraction into a sum of</li> </ul>	

		<p>fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> <math>3/8 = 1/8 + 1/8 + 1/8</math>; <math>3/8 = 1/8 + 2/8</math>; <math>2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8</math>.</p> <ul style="list-style-type: none"> <li>• 4.NF.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</li> <li>• 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</li> <li>• 4.NF.4a Understand a fraction <math>a/b</math> as a multiple of <math>1/b</math>. <i>For example, use a visual fraction model to represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the conclusion by the equation <math>5/4 = 5 \times (1/4)</math>.</i></li> <li>• 4.NF.4b Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>. (In general, <math>n \times (a/b) = (n \times a)/b</math>.)</i></li> <li>• 4.NF.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.</li> <li>• 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</li> <li>• 4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing</li> </ul>	
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		<p>measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <ul style="list-style-type: none"><li>• 4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</li><li>• 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</li><li>• 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</li></ul>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Recognize, compare, and round decimals in tenths and hundredths.
2. Understands that the digits to the right of the decimal represent fractional parts of a whole.
3. Learn the connections between equivalent fractions and decimals through models and number lines.
4. Develop an understanding of the rule to describe a sequence of decimals.
5. Complete sequences by studying the number pattern.

Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 15 days</p> <p>Approximate number of re-teaching days: 1 day</p> <p>How the unit will be assessed: Student participation, workbook pages, homework, pre-test and post-test</p>	<p>Unit 5 Title: Math In Focus Chapter 7 Decimals</p>	<ul style="list-style-type: none"> <li>• 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</li> <li>• 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</li> <li>• 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> <li>• 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</li> </ul>	

		<ul style="list-style-type: none"><li>• 4.NF.1 Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</li><li>• 4.NF.3 Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</li><li>• 4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.<sup>2</sup></li><li>• 4.NF.6 Use decimal notation for fractions with denominators 10 or 100.</li><li>• 4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model.</li><li>• 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.</li><li>•</li></ul>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Add and subtract decimals up to two decimal places.
2. Know that the algorithms for adding and subtracting decimals are the same as those for whole numbers.
3. Line up decimal points correctly before adding and subtracting.
4. Regroup correctly in addition and subtraction of decimals.

Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 9 days</p> <p>Approximate number of re-teaching days: 4 days</p> <p>How the unit will be assessed: Student participation, workbook pages, homework, pre-test and post-test</p>	<p>Unit 6 Title: Math In Focus Chapter 8 Adding and Subtracting Decimals</p>	<ul style="list-style-type: none"> <li>• 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</li> <li>• 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> <li>• 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</li> <li>• 4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.<sup>2</sup></li> </ul>	

		<ul style="list-style-type: none"><li>• 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</li><li>• 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</li><li>• 4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</li></ul>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Recognize that angles are seen everywhere.
2. Angles are formed when two rays or sides of a figure meet.
3. Estimate angle measures.
4. Measure angles with a protractor
5. Draw angles to  $180^\circ$  using a protractor.
6. Relate right angles to fractions of a turn.

Instructional Window #7	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 12 days</p> <p>Approximate number of re-teaching days: 2 days</p> <p>How the unit will be assessed: Student participation, workbook pages, homework, pre-test and post-test</p>	<p>Unit 7 Title: Math In Focus Chapter 9 Angles</p>	<ul style="list-style-type: none"> <li>• 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</li> <li>• 4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</li> <li>• 4.MD.5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through <math>\frac{1}{360}</math> of a circle is called a “one-degree angle,” and can be used to measure angles.</li> <li>• 4.MD.5b An angle that turns through <math>n</math> one-</li> </ul>	

		<p>degree angles is said to have an angle measure of <math>n</math> degrees.</p> <ul style="list-style-type: none"> <li>• 4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</li> <li>• 4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</li> </ul>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Extend knowledge of line segments.
2. Explore parallel and perpendicular line segments.
3. Learn to use a protractor or a drawing angle to draw perpendicular line segments.
4. Learn to draw parallel line segments using a drawing angle.
5. Identify horizontal and vertical lines.

Instructional Window #8	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 9 days</p> <p>Approximate number of re-teaching days: 1 day</p> <p>How the unit will be assessed: Student participation, workbook pages, homework, pre-test and post-test</p>	<p>Unit 8 Title: Math In Focus Chapter 10 Perpendicular and Parallel Lines</p>	<ul style="list-style-type: none"> <li>• 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</li> <li>• 4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</li> </ul>	

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Learn the properties of squares and rectangles.
2. Apply knowledge of angles and perpendicular and parallel line segments to identify and define squares and rectangles.
3. Learn to break up shapes made up of squares and rectangles.
4. Learn to find measure of adjacent angles of a right angle in a square or rectangle.
5. Learn to find the side lengths of composite figures by using the properties of a square and a rectangle.
6. Develop and understanding of how to find unknown side lengths.

Instructional Window #9	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 8 days</p> <p>Approximate number of re-teaching days: 1 day</p> <p>How the unit will be assessed: Student participation, workbook pages, homework, pre-test and post-test</p>	<p>Unit 9 Title: Math In Focus Chapter 11 Squares and Rectangles</p>	<ul style="list-style-type: none"> <li>• 4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</li> <li>• 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</li> <li>• 4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or</li> </ul>	

		<p>decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <ul style="list-style-type: none"><li>• 4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</li><li>• 4.OA.3 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</li></ul>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Learn to find the area and perimeter of figures using formulas.
2. Apply prior learning to find the perimeter of a figure.
3. Learn to find one side of a rectangle or square given its perimeter or area.

Instructional Window #10	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 24 days</p> <p>Approximate number of re-teaching days: 3 days</p> <p>How the unit will be assessed: Student participation, workbook pages, homework, pre-test and post-test</p>	<p>Unit 10 Title: Math In Focus Chapter 12 Area and Perimeter</p>	<ul style="list-style-type: none"> <li>• 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</li> <li>• 4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</li> <li>• 4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical</li> </ul>	

		<p>problems</p> <ul style="list-style-type: none"> <li>4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</li> </ul>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Learn to identify lines of symmetry of figures.
2. Learn to make symmetric shapes and patterns.
3. Apply knowledge to solve problems involving congruence and symmetry.
4. Learn to identify figures with rotational symmetry.

Instructional Window #11	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 10 days</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: Student participation, workbook pages, homework, pre-test and post-test</p>	<p>Unit 11 Title: Math In Focus Chapter 13 Symmetry</p>	<ul style="list-style-type: none"> <li>4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</li> <li>4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.</li> </ul>	

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Learn to recognize tessellations
2. Identify the repeated shape used in a tessellation.
3. Recognize shapes that can tessellate.
4. Learn to make tessellations with a given shape and to draw tessellations on a grid paper.

Instructional Window #12	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 8 days</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: Student participation, workbook pages, homework, pre-test and post-test</p>	<p>Unit 12 Title: Math In Focus Chapter 14 Tessellations</p>	<ul style="list-style-type: none"> <li>• 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.</li> </ul>	

## SCOPE AND SEQUENCE

Grade Level: 4

Subject: Science

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

### **Instructional Window #1 (4ES View from Earth)**

1. The motion of the sun, moon, and Earth follow regular patterns.
2. The distance of the sun and moon from the Earth affects the perception of size of the objects.
3. Rocks and fossils give scientists information about the history of the Earth.
4. Weather changes from day to day and over the seasons.

### **Instructional Window #2 (4EPS2 States of Matter)**

1. Matter is anything that takes up space and has mass
2. Matter can exist in three states: solid, liquid, and gas.
3. Objects and materials are described and classified in terms of their properties.

### **Instructional Window #3 (4EPS1 Energy Transfer)**

1. Objects and substances are classified by their physical properties.
2. Evidence of energy is change.
3. Energy is a concept that can be described in many forms, including heat and electricity.
4. Electrical charge moves in a complete circuit path.
5. Magnetism is a physical property of matter.
6. Heat can transfer from one substance to another.

### **Instructional Window #4 (4LS Organisms in their Environment)**

1. Plants and animals have basic needs to survive.
2. Individual differences in the characteristics of organisms of the same species can be an advantage or disadvantage for survival.
3. Organisms interact with one another within their habitat and are all a part of a food web.
4. Changes in the environment affect food webs within different habitats.

Instructional Window #1	Instructional Units	NGSS	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 21 days</p> <p>Approximate number of re-teaching days: 4-8 days</p> <p>How the unit will be assessed: Pre and Post Unit Assessment included in Battle Creek Science Kit Teacher Manual **Summative Assessment: Performance Task</p>	<p>Unit 1 Title: 4ES View from the Earth</p>	<p>Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time. [Clarification Statement: <b>4-ESS1-</b> Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.]</p> <p><b>1.</b></p>	<p><b>E.ST.E.1 Characteristics of Objects in the Sky- Common objects in the sky have observable characteristics.</b> E.ST.04.11 Identify the sun and moon as common objects in the sky. * E.ST.04.12 Compare and contrast the characteristics of the sun, moon and Earth, including relative distances and abilities to support life.</p> <p><b>E.ST.E.2 Patterns of Objects in the Sky- Common objects in the sky have predictable patterns of movement. *</b> E.ST.04.21 Describe the orbit of the Earth around the sun as it defines a year. E.ST.04.22 Explain that the spin of the Earth creates day and night. E.ST.04.23 Describe the motion of the moon around the Earth. E.ST.04.24 Explain how the visible shape of the moon follows a predictable cycle which takes approximately one month. E.ST.04.25 Describe the apparent movement of the sun and moon across the sky through day/night and the seasons.</p> <p><b>E.ST.E.3 Fossils- Fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.</b> E.ST.04.31 Explain how fossils provide evidence of the history of the Earth. E.ST.04.32 Compare and contrast life forms found in fossils and organisms that exist today</p>

Instructional Window #2	Instructional Units	NGSS	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 24 days</p> <p>Approximate number of re-teaching days: 2 days</p> <p>How the unit will be assessed: Pre and Post Unit Assessment included in Battle Creek Science Kit Teacher Manual</p>	<p>Unit 2 Title: 4EPS2 States of Matter</p>		<p><b>P.PM.E.1 Physical Properties-All objects and substances have physical properties that can be measured.</b>  P.PM.04.16 Measure the weight (spring scale) and mass (balances in grams or kilograms) of objects.  P.PM.04.17 Measure volumes of liquids in milliliters and liters. *</p> <p><b>P.PM.E.2 States of Matter-Matter exists in several different states: solids, liquids, and gases. Each state of matter has unique physical properties. Gases are easily compressed, but liquids and solids do not compress easily. Solids have their own particular shapes, but liquids and gases take the shape of the container.</b>  P.PM.04.23 Compare and contrast the states (solids, liquids, gases) of matter.</p> <p><b>P.CM.E.1 Changes in State Matter can be changed from one state (liquid, solid, gas) to another and then back again. Heating and cooling may cause changes in state. *</b>  P.CM.04.11 Explain how matter can change from one state (liquid, solid, gas) to another by heating and cooling.</p>

Instructional Window #3	Instructional Units	NGSS	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 30 days</p> <p>Approximate number of re-teaching days: 5 days</p> <p>How the unit will be assessed: Pre and Post Unit Assessment included in Battle Creek Science Kit Teacher Manuel</p>	<p>Unit 3 Title: 4PS2 Energy Transfer</p>	<p>4- PS3 -1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide. [Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact</p> <p>4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device]</p>	<p><b>P.EN.E.1 Forms of Energy Heat, electricity, light, and sound are forms of energy.</b> P.EN.04.12 Identify heat and electricity as forms of energy.</p> <p><b>P.EN.E.4 Energy and Temperature- Increasing the temperature of any substance requires the addition of energy.</b> P.EN.04.41 Demonstrate how temperature can be increased in a substance by adding energy. P.EN.04.42 Describe heat as the energy produced when substances burn, certain kinds of materials rub against each other, and when electricity flows through wire. P.EN.04.43 Describe how heat is produced through electricity, rubbing, and burning</p> <p><b>P.EN.E.5 Electrical Circuits Electrical circuits transfer electrical energy and produce magnetic fields</b> P.EN.04.51 Demonstrate how electrical energy is transferred and changed through the use of a simple circuit. * P.EN.04.52 Demonstrate magnetic effects in a simple electric circuit.</p> <p><b>P.PM.E.5 Conductive and Reflective Properties- Objects vary to the extent they absorb and reflect light energy and conduct heat and electricity.</b> P.PM.04.53 Identify objects that are good conductors or poor conductors of heat and electricity.</p> <p><b>P.PM.E.3 Magnets- Magnets can repel or attract other magnets. Magnets can also attract magnetic objects. Magnets can attract and repel at a distance. *</b> P.PM.04.33 Demonstrate magnetic field by observing the patterns formed with iron filings using a variety of magnets. P.PM.04.34 Demonstrate that non-magnetic objects are affected by the strength of the magnet and the distance away from the magnet</p>

Instructional Window #4	Instructional Units	NGSS	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 23 days</p> <p>Approximate number of re-teaching days: 4 days</p> <p>How the unit will be assessed: Pre and Post Unit Assessment included in Battle Creek Science Kit Teacher Manuel</p>	<p>Unit 4 Title: 4LS Organisms in their Environment</p>		<p><b>L.OLE.1 Life Requirements-Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.</b></p> <p>L.OL.04.15 Determine that plants require air, water, light, and a source of energy and building material for growth and repair.</p> <p>L.OL.04.16 Determine that animals require air, water, and a source of energy and building material for growth and repair.</p> <p><b>L.EV.E.2 Survival- Individuals of the same kind differ in their characteristics, and sometimes the differences give individuals an advantage in surviving and reproducing.</b></p> <p>L.EV.04.21 Identify individual differences (color, leg length, size, wing size, leaf shape) in organisms of the same kind. *</p> <p>L.EV.04.22 Identify how variations in physical characteristics of individual organisms give them an advantage for survival and reproduction.</p> <p><b>L.EC.E.1 Interactions-Organisms interact in various ways including providing food and shelter to one another. Some interactions are helpful; others are harmful to the organism and other organisms.</b></p> <p>L.EC.04.11 Identify organisms as part of a food chain or food web.</p> <p><b>L.EC.E.2 Changed Environment Effects- When the environment changes, some plants and animals survive to reproduce; others die or move to new locations.</b></p> <p>L.EC.04.21 Explain how environmental changes can produce a change in the food</p>

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Michigan Grade Level Content Expectations in EVERY UNIT

<p>Inquiry Process S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p>	<p>S.IP.04.11 Make purposeful observation of the natural world using the appropriate senses. S.IP.04.12 Generate questions based on observations. S.IP.04.13 Plan and conduct simple and fair investigations. S.IP.04.14 Manipulate simple tools that aid observation and data collection (for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer, graduated cylinder/beaker). S.IP.04.15 Make accurate measurements with appropriate units (millimeters centimeters, meters, milliliters, liters, Celsius, grams, seconds, minutes) for the measurement tool. S.IP.04.16 Construct simple charts and graphs from data and observations.</p>
<p>Inquiry Analysis and Communication S.IA.E.1 – Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p>	<p>S.IA.04.11 Summarize information from charts and graphs to answer scientific questions. S.IA.04.12 Share ideas about science through purposeful conversation in collaborative groups. S.IA.04.13 Communicate and present findings of observations and investigations. S.IA.04.14 Develop research strategies and skills for information gathering and problem solving. S.IA.04.15 Compare and contrast sets of data from multiple trials of a science investigation to explain reasons for differences.</p>
<p>Reflection and Social Implications S.RS.E.1 – Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science throughout</p>	<p>S.RS.04.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities. S.RS.04.14 Use data/samples as evidence to separate fact from opinion. S.RS.04.15 Use evidence when communicating scientific ideas. S.RS.04.16 Identify technology used in everyday life.</p>

history and within society.

S.RS.04.17 Identify current problems that may be solved through the use of technology.

S.RS.04.18 Describe the effect humans and other organisms have on the balance of the natural world.

S.RS.04.19 Describe how people have contributed to science throughout history and across cultures.

New Generation Standards that would be new units for Fourth Grade (Currently not taught because Michigan has not adopted these standards yet)

Unit	Standards
4-PS4 Waves and Their Applications in Technologies for Information Transfer	<p>Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.]</p> <p><b>4-PS4-1.</b></p> <p>Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p> <p><b>4-PS4-2.</b></p> <p>Generate and compare multiple solutions that use patterns to transfer information.* [Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.]</p> <p><b>4-PS4-3.</b></p>
4-LS1 From Molecules to Organisms: Structures and Processes	<p>Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.]</p> <p><b>4-LS1-1.</b></p> <p>Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p> <p><b>4-LS1-2.</b> [Clarification Statement: Emphasis is on systems of information transfer.]</p>
4-ESS2 Earth's Systems	<p>Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.]</p> <p><b>4-ESS2-1.</b></p> <p>Analyze and interpret data from maps to describe patterns of Earth's features. [Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]</p> <p><b>4-ESS2-2.</b></p>

<p>4-ESS3 Earth and Human Activity</p>	<p>Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. [Clarification Statement: Examples of</p> <p><b>4-ESS3-1.</b> renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]</p> <p>Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* [Clarification Statement: Examples of solutions could include designing an</p> <p><b>4-ESS3-2.</b> earthquake resistant building and improving monitoring of volcanic activity.]</p>
<p>3-5-ETS1 Engineering Design</p>	<p><b>3-5-ETS1-1.</b> Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p><b>3-5-ETS1-2.</b> Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p><b>3-5-ETS1-3.</b> Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>

## SCOPE AND SEQUENCE

Grade Level:   4  

Subject:   Social Studies  

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Explain why people create governments.
2. Understand values and principles of American constitutional government.
3. Describe the structure of government in the United States and how it functions to serve citizens.
4. Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 6 weeks (6 lessons-2 days per lesson)</p> <p>Approximate number of re-teaching days: As needed</p> <p>How the unit will be assessed: Classroom discussion, teacher questioning, note-taking, student participation</p>	<p>Unit 1 Title:  Our Federal Government</p>		<p>4 – C1.0.1: Identify questions political scientist ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).</p> <p>4 – C1.0.2: Explain probable consequences of an absence of government and of rules and laws.</p> <p>4 – C1.0.3: Describe the purposes of government as identified in the Preamble of the Constitution.</p> <p>4 – C2.0.1: Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.</p> <p>4 – C3.0.1: Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).</p> <p>4 – C3.0.2: Give examples of powers granted to the federal</p>

			<p>government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).</p> <p>4 – C3.0.3: Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).</p> <p>4 – C3.0.4: Describe how the powers of the federal government are separated among the branches.</p> <p>4 – C3.0.5: Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).</p> <p>4 – C3.0.6: Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Use geographic representations to acquire, process, and report information from a spatial perspective.
2. Understand how regions are created from common physical and human characteristics.

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
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<p>Approximate number of instructional days: 5 weeks (5 lessons- 2 days per lesson)</p> <p>Approximate number of re-teaching days: As needed</p> <p>How the unit will be assessed: Classroom discussion, teacher questioning, note-taking, student participation</p>	<p>Unit 2 Title: The United States in Spatial Terms</p>		<p>4 - G1.0.1: Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).</p> <p>4 - G1.0.2: Use cardinal and intermediate directions to describe the relative location of significant places in the United States.</p> <p>4 - G1.0.3: Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).</p> <p>4 - G1.0.4: Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.</p> <p>4 - G1.0.5: Use maps to describe elevation, climate, and patterns of population density in the United States.</p> <p>4 - G2.0.1: Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation</p>
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			<p>regions).</p> <p>4 - G2.0.2: Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.</p> <p><b>Integrated GLCE's</b></p> <p>R.IT.04.01: Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.</p> <p>R.NT.04.01: Describe the shared human experience depicted in classic, multicultural and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.04.02: Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.</p> <p>R.CM.04.03: Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.</p> <p>W.GN.04.03: Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.</p> <p>W.PR.04.02: Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).</p> <p>D.RE.04.02: Order a given set of data, find the median, and specify the range of values.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand how human activities help shape the Earth's surface.
2. Understand the effects of human-environment interactions

Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 6 weeks (6 lessons – 2 days per lesson)</p> <p>Approximate number of re-teaching days: As needed</p> <p>How the unit will be assessed: Classroom discussion, teacher questioning, note-taking, student</p>	<p>Unit 3 Title: Human Geography in the United States</p>		<p>4 – H3.0.2: Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.</p> <p>4 - H3.0.7: Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.</p> <p>4 - G1.0.1: Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).</p> <p>4- G1.0.3: Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).</p> <p>4- G1.0.4: Use geographic tools and technologies, stories, songs,</p>

<p>participation</p>			<p>and pictures to answer geographic questions about the United States.</p> <p>4 - G4.0.1: Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.</p> <p>4 - G4.0.2: Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).</p> <p>4 - G5.0.1: Assess the positive and negative effects of human activities on the physical environment of the United States.</p> <p>4 - P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.</p> <p><b>Integrated GLCE's</b></p> <p>R.NT.04.04: Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense. (English Language Arts)</p> <p>R.CM.04.03: Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture. (English Language Arts)</p> <p>W.GN.04.03: Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features. (English Language Arts)</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Use fundamental principles and concepts of economics to understand economic activity in a market economy.

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 9 weeks (9 lessons- 2 days per lesson)</p> <p>Approximate number of re-teaching days: As needed</p>	<p>Unit 4 Title: Exploring Economics</p>		<p>4 - E1.0.1: Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).</p> <p>4 - E1.0.2: Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, and specialization).</p> <p>4 - E1.0.3: Describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy.</p> <p>4 - E1.0.4: Explain how price affects decisions about purchasing goods and services (substitute goods).</p> <p>4 - E1.0.5: Explain how specialization and division of labor increase productivity (e.g., assembly line).</p>

<p>How the unit will be assessed: Classroom discussion, teacher questioning, note-taking, student participation</p>			<p>4 - E1.0.6: Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).</p> <p>4 - E1.0.7: Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.</p> <p>4 - E1.0.8: Explain why public goods (e.g., libraries, roads, parks) are not privately owned.</p> <p>4 - E2.0.1: Explain how changes in the United States economy impacts levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, and changes in competition).</p> <p>4 - E3.0.1: Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).</p> <p>4 - C3.0.7: Explain how the federal government uses taxing and spending to serve the purposes of government.</p> <p>4 - H3.0.5: Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.</p> <p><b>Integrated GLCEs</b> <span style="float: right;">New Branches Charter Academy</span></p>
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			<p><i>R.CM.04.03:</i> Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture. (English Language Arts)</p> <p><i>R.IT.04.01:</i> Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper. (English Language Arts)</p> <p><i>R.NT.04.02:</i> Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure. (English Language Arts).</p> <p><i>W.GN.04.01:</i> Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot. (English Language Arts).</p> <p><i>D.RE.04.03:</i> Solve problems using data presented in tables and bar graphs, e.g., compare data represented in two bar graphs and read bar graphs showing two data sets. (Mathematics).</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternate resolutions.
2. Communicate a reasoned position on a public issue.
3. Act constructively to further the public good.

Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 5 weeks (5 lessons- 2 days per lesson)</p> <p>Approximate number of re-teaching days: As needed</p> <p>How the unit will be assessed: Classroom discussion, teacher questioning, note-taking, student participation</p>	<p>Unit 5 Title:  Rights and Responsibilities of Citizenship</p>		<p>4 – C2.0.2: Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).</p> <p>4 – C5.0.1: Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).</p> <p>4 – C5.0.2: Describe the relationship between rights and responsibilities of citizenship.</p> <p>4 – C5.0.3: Explain why rights have limits.</p> <p>4 – C5.0.4: Describe ways citizens can work together to promote the values and principles of American democracy.</p> <p>4 – P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.</p> <p>4 – P3.1.2: Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.</p> <p>4 – P3.1.3: Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.</p> <p>4 – P3.3.1: Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.</p> <p><b>Integrated GLCE's</b></p> <p>R.NT.04.03: Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution. (English Language Arts)</p> <p>W.PR.04.01: Set a purpose, consider audience, and replicate</p>

			<p>authors' styles and patterns when writing a narrative or informational piece. (English Language Arts)</p> <p><i>R.IT.04.01:</i> Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper. (English Language Arts)</p> <p><i>D.RE.04.01:</i> Construct tables and bar graphs from given data. (Mathematics)</p>
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## SCOPE AND SEQUENCE

Grade Level: 5th      Subject: ELA

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Explain personal/inferred interpretation of statements directly found in text
2. Find the theme of a narrative text
3. Compare and contrast elements of narrative text
4. Understand and interpret figurative language found in narrative text
5. Understand the structure of narrative text and explain connections between parts of the text
6. Understand point of view
7. Participate in collaborative small and whole group discussions about narrative text
8. Summarize narrative verbally and in writing
9. Explain personal/inferred interpretation of statements directly made during an oral presentation

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>September</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 1 Title:</p> <p><b>READING &amp; WRITING: Analyzing Narrative Text and Building Narrative Text Comprehension Skills</b></p>	<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li> <li>• CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> <li>• CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>• CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or</li> </ul>	

		<p>poem.</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.RL.5.6 Describe how a events are described.</li> <li>• CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> ideas and expressing their own clearly.</li> <li>• CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul>	
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## SCOPE AND SEQUENCE

Grade Level:   5th        Subject:   ELA  

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Create a narrative using narrative elements
2. Conduct mini/in-class research assignment using various source materials
3. Use data/events from literary/information text to support personal interpretation
4. Perform/produce free-writing assignments
5. Use knowledge of decoding skills and phonic to read fluently and process unknown words
6. Use combine knowledge of all letter sound correspondences syllabication patters, and morphology to read accurately unfamiliar multi-syllabic words in and out of context
7. Read with sufficient accuracy and fluency to support comprehension
8. Recognize examples of figurative language and determine the figurative meaning of words and phrases
9. Explain how chapters, scenes, and stanzas provide overall structure
10. Identify narrator's or speaker's point of view and describe how the narrator's point of view influences descriptions

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>October</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 2 Title:</p> <p><b>READING &amp; WRITING: Narrative Writing and Building Narrative Text Comprehension Skills</b></p>	<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>• CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>• CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or <b>paraphrase</b> information in notes and finished work, and provide a list of sources.</li> <li>• CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• CCSS.ELA-Literacy.W.5.10 Write routinely over</li> </ul>	

		<p>extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>• CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>• CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li> <li>• CCSS.ELA-Literacy.RL.5.6 Describe how a view influences how events are described.</li> </ul>	
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## SCOPE AND SEQUENCE

Grade Level: 5th      Subject: ELA

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
3. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
4. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
5. Identify syllabication patterns and root words.
6. 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.
7. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
8. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
9. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
10. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>November - January</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized</b></li> </ul>	<p>Unit 3 Title:</p> <p><b>READING &amp; WRITING: Opinion/Argumentative Writing and Building Narrative Text Comprehension Skills</b></p>	<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</li> <li>• CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>• CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> </ul>	

<p><b>Testing</b></p>		<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</li> <li>• CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li> <li>• CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> <li>• CCSS.ELA-Literacy.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</li> <li>• CCSS.ELA-Literacy.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</li> </ul>	
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## SCOPE AND SEQUENCE

Grade Level: 5th      Subject: ELA

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
2. Apply grade-level phonics and word analysis in decoding words and synthesize phonics, word analysis skills to decode words, and read on-level text fluently and accurately
3. 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.
4. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
5. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
6. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
7. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
8. Assess how point of view or purpose shapes the content and style of a text.
9. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
10. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
11. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
Approximate number of instructional days: <b>February - March</b>  How the unit will be assessed: • <b>Observational</b> • <b>Formative</b>	Unit 4 Title:  <b>READING &amp; WRITING:                      Informational Writing and Building Informational Text Comprehension Skills</b>	<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>• CCSS.ELA-Literacy.RI.5.1 Quote accurately from a</li> </ul>	

<ul style="list-style-type: none"> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>		<p>text when explaining what the text says explicitly and when drawing inferences from the text.</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>• CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> <li>• CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>• CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</li> <li>• CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>• CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>• CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>• CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul>	
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## SCOPE AND SEQUENCE

Grade Level:   5th        Subject:   ELA  

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Read and comprehend complex literary and informational texts independently and proficiently.
2. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
3. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
4. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>April - June</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 5 Title:</p> <p><b>Narrative Text &amp; Presentation Skills</b></p>	<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</li> <li>• CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>• CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> <li>• CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</li> </ul>	

## SCOPE AND SEQUENCE

Grade Level:   5th                        Subject:       Math      

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Know relationship in between place values within a base ten system
2. Give written and oral explanation of number patterns that include powers of 10
3. Know how to round numbers to any place value
4. Multiply whole digit numbers using U.S. Traditional multiplication strategy
5. Apply various division strategies to find quotients multi-digit dividends and two-digit divisors

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>September</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 1 Title:</p> <p><b>Place value and number sense</b></p>	<ul style="list-style-type: none"> <li>• CCSS.Math.Content.5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</li> <li>• CCSS.Math.Content.5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</li> <li>• CCSS.Math.Content.5.NBT.A.4 Use place value understanding to round decimals to any place.</li> <li>• CCSS.Math.Content.5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</li> <li>• CCSS.Math.Content.5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</li> </ul>	

## SCOPE AND SEQUENCE

Grade Level: 5th      Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Demonstrate understanding of patterns and rules to evaluate expressions
2. Write and interpret expressions without evaluating them
3. Create ordered pairs using numerical patterns in relationship to given rules

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>October</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 2 Title:</p> <p><b>Operations and Algebraic Thinking</b></p>	<ul style="list-style-type: none"> <li>• CCSS.Math.Content.5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</li> <li>• CCSS.Math.Content.5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i></li> <li>• CCSS.Math.Content.5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></li> </ul>	

## SCOPE AND SEQUENCE

Grade Level: 5th      Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Apply understanding of the coordinate system to determine location of ordered pairs
2. Understand attributes and classification of two-dimensional figures

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>January</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 4 Title:</p> <p><b>Geometry</b></p>	<ul style="list-style-type: none"> <li>• CCSS.Math.Content.5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</li> <li>• CCSS.Math.Content.5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</li> <li>• CCSS.Math.Content.5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</li> </ul>	

## SCOPE AND SEQUENCE

Grade Level:   5th                        Subject:       Math      

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Know how to add and subtract fractions with unlike denominators.
2. Know how to use number sense and benchmark fractions to estimate the solution to word problems involving fractions.
3. Know how to visually represent solutions to a word problem involving fractions.
4. Understand the relationship between fractions and division and apply this understanding to solve word problems.
5. Know how to multiply and divide fractions
6. Solve real world problems using multiplication and division of fractions.
7. Make a line plot to display data sets using fractional increments and interpret data from chart

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>February - April</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 5 Title:</p> <p><b>Fractions</b></p>	<ul style="list-style-type: none"> <li>• CCSS.Math.Content.5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</li> <li>• CCSS.Math.Content.5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</li> <li>• CCSS.Math.Content.5.NF.B.3 Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</li> <li>• CCSS.Math.Content.5.NF.B.4 Apply and extend previous understandings of multiplication to multiply</li> </ul>	

		<p>a fraction or whole number by a fraction.</p> <ul style="list-style-type: none"> <li>• <b>CCSS.Math.Content.5.NF.B.5</b> Interpret multiplication as scaling (resizing).</li> <li>• <b>CCSS.Math.Content.5.NF.B.6</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</li> <li>• <b>CCSS.Math.Content.5.NF.B.7</b> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</li> <li>• <b>CCSS.Math.Content.5.MD.B.2</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots.</li> </ul>	
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## SCOPE AND SEQUENCE

Grade Level: 5th      Subject: Math

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Review and practice for mastery of 5<sup>th</sup> grade concepts

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
Approximate number of instructional days: <b>May-June</b>  How the unit will be assessed: <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	Unit 6 Title:  <b>5<sup>th</sup> Grade Math Review</b>	<ul style="list-style-type: none"> <li>• Review of 5<sup>th</sup> grade standards for proficiency</li> </ul>	

## SCOPE AND SEQUENCE

Grade Level: 5th                      Subject: Science

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.
2. Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.
3. Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>September</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 1 Title:</p> <p><b>SCIENCE PROCESS: Scientific Inquiry/Method</b></p>		<ul style="list-style-type: none"> <li>• S.IP.05.11 Generate scientific questions based on observations, investigations, and research.</li> <li>• S.IP.05.12 Design and conduct scientific investigations.</li> <li>• S.IP.05.13 Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens) appropriate to scientific investigations.</li> <li>• S.IP.05.14 Use metric measurement devices in an investigation.</li> <li>• S.IP.05.15 Construct charts and graphs from data and observations.</li> <li>• S.IP.05.16 Identify patterns in data.</li> <li>• S.IA.05.11 Analyze information from data tables and graphs to answer scientific questions.</li> </ul>

			<ul style="list-style-type: none"> <li>• S.IA.05.12 Evaluate data, claims, and personal knowledge through collaborative science discourse.</li> <li>• S.IA.05.13 Communicate and defend findings of observations and investigations using evidence.</li> <li>• S.IA.05.14 Draw conclusions from sets of data from multiple trials of a scientific investigation.</li> <li>• S.IA.05.15 Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.</li> <li>• S.RS.05.11 Evaluate the strengths and weaknesses of claims, arguments, and data.</li> <li>• S.RS.05.12 Describe limitations in personal and scientific knowledge.</li> <li>• S.RS.05.13 Identify the need for evidence in making scientific decisions.</li> <li>• S.RS.05.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</li> <li>• S.RS.05.16 Design solutions to problems using technology.</li> <li>• S.RS.05.17 Describe the effect humans and other organisms have on the balance in the natural world.</li> <li>• S.RS.05.19 Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.</li> </ul>
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## SCOPE AND SEQUENCE

Grade Level: 5th      Subject: Science

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Develop an understanding that plants and animals (including humans) have basic requirement for maintaining life which include the need for air, water and a source of energy.
2. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy.
3. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics.
4. Understand that all living organisms are composed of cells and they exhibit cell growth and division.
5. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>October</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 2 Title:</p> <p><b>LIFE SCIENCE: Organization of Living Things</b></p>		<p>L.EV.05.11 Explain how behavioral characteristics (adaptation, instinct, learning, habit) of animals help them to survive in their environment.</p> <p>L.EV.05.12 Describe the physical characteristics (traits) of organisms that help them survive in their environment.</p> <p>L.EV.05.13 Describe how fossils provide evidence about how living things and environmental conditions have changed.</p> <p>L.EV.05.14 Analyze the relationship of environmental change and catastrophic events (for example: volcanic eruption, floods, asteroid impacts, tsunami) to species extinction.</p> <p>L.EV.05.21 Relate degree of similarity in anatomical features to the classification of contemporary organisms.</p> <p>L.OL.05.41 Identify the general purpose of selected animal systems (digestive, circulatory,</p>

			<p>respiratory, skeletal, muscular, nervous, excretory, and reproductive).</p> <p>L.OL.05.42 Explain how animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive) work together to perform selected activities.</p> <p>L.HE.05.11 Explain that the traits of an individual are influenced by both the environment and the genetics of the individual.</p> <p>L.HE.05.12 Distinguish between inherited and acquired traits.</p>
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## SCOPE AND SEQUENCE

Grade Level: 5th      Subject: Science

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Develop an understanding of the warming of the Earth by the sun as the major source of energy for phenomenon on Earth and how the sun's warming relates to weather, climate, seasons, and the water cycle.
2. Understand how human interaction and use of natural resources affects the environment

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>November</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 3 Title:</p> <p><b>EARTH SCIENCE: Earth Science</b></p>		<p>E.ES.M.6 Seasons- Seasons result from annual variations in the intensity of sunlight and length of day due to the tilt of the axis of the Earth relative to the plane of its yearly orbit around the sun.</p> <p>E.ES.05.61 Demonstrate and explain seasons using a model.</p> <p>E.ES.05.62 Explain how the revolution of the Earth around the sun defines a year.</p>

## SCOPE AND SEQUENCE

Grade Level: 5th      Subject: Science

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Develop an understanding that the sun is the central and largest body in the solar system and that Earth and other objects in the sky move in a regular and predictable motion around the sun.
2. Understand that those motions explain the day, year, moon phases, eclipses and the appearance of motion of objects across the sky.
3. Understand that gravity is the force that keeps the planets in orbit around the sun and governs motion in the solar system.
4. Develop an understanding that fossils and layers of Earth provide evidence of the history of Earth's life forms, changes over long periods of time, and theories regarding Earth's history and continental drift.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>December - January</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 4 Title:</p> <p><b>EARTH SCIENCE: Earth in Space and Time</b></p>		<p>E.ST.M.1 Solar System- The sun is the central and largest body in our solar system. Earth is the third planet from the sun in a system that includes other planets and their moons, as well as smaller objects, such as asteroids and comets.</p> <p>E.ST.05.11 Design a model that of the solar system that shows the relative order and scale of the planets, dwarf planets, comets, and asteroids to the sun.</p> <p>E.ST.M.2 Solar System Motion- Gravity is the force that keeps most objects in the solar system in regular and predictable motion.</p> <p>E.ST.05.21 Describe the motion of planets and moons in terms of rotation on axis and orbits due to gravity.</p> <p>E.ST.05.22 Explain the phases of the moon.</p> <p>E.ST.05.23 Explain the apparent motion of the</p>

			<p>stars (constellations) and the sun across the sky.</p> <p>E.ST.05.24 Explain lunar and solar eclipses.</p> <p>E.ST.05.25 Explain the tides of the oceans as they relate to the gravitational pull and orbit of the moon.</p>
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## SCOPE AND SEQUENCE

Grade Level: 5th      Subject: Science

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Develop an understanding that the position and/or motion of an object is relative to a point of reference.
2. Understand forces affect the motion and speed of an object and that the net force on an object is the total of all of the forces acting on it.
3. Understand the Earth pulls down on objects with a force called gravity.
4. Develop an understanding that some forces are in direct contact with objects, while other forces are not in direct contact with objects.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>February</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 5 Title:</p> <p><b>PHYSICAL SCIENCE: Forces and Motion Basics</b></p>		<p>P.FM.M.2 Force Interactions- Some forces between objects act when the objects are in direct contact (touching), such as friction and air resistance, or when they are not in direct contact (not touching), such as magnetic force, electrical force, and gravitational force.</p> <p>P.FM.05.21 Distinguish between contact forces and non-contact forces.</p> <p>P.FM.05.22 Demonstrate contact and non-contact forces to change the motion of an object.</p>

## SCOPE AND SEQUENCE

Grade Level: 5th      Subject: Science

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Develop an understanding that the position and/or motion of an object is relative to a point of reference.
2. Understand forces affect the motion and speed of an object and that the net force on an object is the total of all of the forces acting on it.
3. Understand the Earth pulls down on objects with a force called gravity.
4. Develop an understanding that some forces are in direct contact with objects, while other forces are not in direct contact with objects.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>March</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p style="text-align: center;">Unit 6 Title:</p> <p style="text-align: center;"><b>PHYSICAL SCIENCE: Forces and Motion: Unbalanced &amp; Balanced</b></p>		<p>P.FM.M.3 Force- Forces have a magnitude and direction. Forces can be added. The net force on an object is the sum of all of the forces acting on the object. The speed and/or direction of motion of an object changes when a non-zero net force is applied to it. A balanced force on an object does not change the motion of the object</p> <p>P.FM.05.31 Describe what happens when two forces act on an object in the same or opposing directions.</p> <p>P.FM.05.32 Describe how constant motion is the result of balanced (zero net) forces.</p> <p>P.FM.05.33 Describe how changes in the motion of objects are caused by a non-zero net (unbalanced) force.</p> <p>P.FM.05.34 Relate the size of change in motion to the strength of unbalanced forces and the mass of the object.</p>

## SCOPE AND SEQUENCE

Grade Level: 5th      Subject: Science

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Develop an understanding that the position and/or motion of an object is relative to a point of reference.
2. Understand forces affect the motion and speed of an object and that the net force on an object is the total of all of the forces acting on it.
3. Understand the Earth pulls down on objects with a force called gravity.
4. Develop an understanding that some forces are in direct contact with objects, while other forces are not in direct contact with objects.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>April - June</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 7 Title:</p> <p><b>PHYSICAL SCIENCE: Forces and Motion: Changes in Motion</b></p>		<p>P.FM.M.4 Speed- Motion can be described by a change in position relative to a point of reference. The motion of an object can be described by its speed and the direction it is moving. The position and speed of an object can be measured and graphed as a function of time.</p> <p>P.FM.05.41 Explain the motion of an object relative to its point of reference.</p> <p>P.FM.05.42 Describe the motion of an object in terms of distance, time and direction, as the object moves, and in relationship to other objects.</p> <p>P.FM.05.43 Illustrate how motion can be measured and represented on a graph</p>

## SCOPE AND SEQUENCE

Grade Level: 5th

Subject: Social Studies

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand why we have government.
2. Understand how the U.S. government is organized to limit power.
3. Understand federalism and how power is distributed

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>September</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 1 Title:</p> <p><b>U.S. Government (Review of 4<sup>th</sup> Grade Standards)</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• C1.0.2: Explain probable consequences of an absence of government and of rules and laws.</li> <li>• C2.0.1: Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.</li> <li>• C3.0.2: Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g.,</li> <li>• C3.0.3: Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).</li> <li>• C3.0.4: Describe how the powers of the federal government are separated</li> </ul>

			<p>among the branches.</p> <ul style="list-style-type: none"><li>• C3.0.5: Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).</li><li>• U3.3.6: Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).</li></ul>
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## SCOPE AND SEQUENCE

Grade Level: 5th      Subject:       Social Studies      

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Describe the life of peoples living in North America before European exploration.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>October</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 2 Title:</p> <p><b>Native American Life</b></p>		<ul style="list-style-type: none"> <li>• U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations.</li> <li>• U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.</li> <li>• U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.</li> </ul>

## SCOPE AND SEQUENCE

Grade Level: 5th Subject: Social Studies

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Describe the life of peoples living in North America before European exploration.
2. Identify the causes and consequences of European exploration and colonization.
3. Describe the lives of peoples living in western Africa prior to the 16th century

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>November</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 3 Title:</p> <p><b>African Life &amp; European Exploration Before the 16<sup>th</sup> Century</b></p>		<ul style="list-style-type: none"> <li>• U1.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.</li> <li>• U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).</li> <li>• U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).</li> <li>• U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.</li> </ul>

## SCOPE AND SEQUENCE

Grade Level: 5th                      Subject:           Social Studies          

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>December</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 4 Title:</p> <p><b>Three World Interactions</b></p>		<ul style="list-style-type: none"> <li>• 5 U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups.</li> <li>• U1.4.2 Use primary and secondary sources to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.</li> <li>• 5 U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.</li> <li>• 5 U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.</li> </ul>

## SCOPE AND SEQUENCE

Grade Level:   5th                        Subject:           Social Studies          

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.
2. Analyze the development of the slave system in the Americas and its impact upon the life of Africans.
3. Distinguish among and explain the reasons for regional differences in colonial America.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>January – February</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 5 Title:</p> <p><b>U.S. HISTORY COLONIZATION AND SETTLEMENT</b></p>		<ul style="list-style-type: none"> <li>• U2.1.1 Describe significant developments in the Southern colonies.</li> <li>• U2.1.2 Describe significant developments in the New England colonies.</li> <li>• U2.1.3 Describe significant developments in the Middle Colonies.</li> <li>• U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies.</li> <li>• U2.2.1 Describe Triangular Trade including</li> <li>• U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies.</li> <li>• U2.3.1 Locate the New England, Middle, and Southern colonies on a map.</li> <li>• U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.</li> <li>• U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of</li> </ul>

			<p>people.</p> <ul style="list-style-type: none"><li>• U2.3.4 Describe the development of the emerging labor force in the colonies.</li><li>• U2.3.5 Make generalizations about the reasons for regional differences in colonial America.</li></ul>
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## SCOPE AND SEQUENCE

Grade Level: 5th                      Subject:           Social Studies          

<b>Overarching Goals—by the end each instructional window, students will learn, know and be able to:</b>
<ol style="list-style-type: none"> <li>1. Identify the major political, economic, and ideological reasons for the American Revolution.</li> <li>2. Explain the multi-faceted nature of the American Revolution and its consequences.</li> </ol>

<b>Instructional Window #1</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: <b>March - April</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 6 Title:</p> <p><b>THE AMERICAN REVOLUTION</b></p>		<ul style="list-style-type: none"> <li>• U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.</li> <li>• U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.</li> <li>• U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</li> <li>• U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).</li> <li>• U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they</li> </ul>

			<p>believed they had the right to do so.</p> <ul style="list-style-type: none"> <li>• U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</li> <li>• U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.</li> <li>• U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</li> <li>• U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.</li> <li>• U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.</li> <li>• U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.</li> <li>• U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries)</li> </ul>
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## SCOPE AND SEQUENCE

Grade Level: 5th                      Subject:         Social Studies        

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>April- June</b></p> <p>How the unit will be assessed:</p> <ul style="list-style-type: none"> <li>• <b>Observational</b></li> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> <li>• <b>Standardized Testing</b></li> </ul>	<p>Unit 7 Title:</p> <p><b>THE NEW NATION</b></p>		<ul style="list-style-type: none"> <li>• U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation</li> <li>• U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money)</li> <li>• U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.</li> <li>• U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.</li> <li>• U3.3.5 Give reasons why the Framers wanted to limit the power of government</li> <li>• U3.3.6 Describe the principle of federalism and how it is expressed through the sharing</li> </ul>

			<p>and distribution of power as stated in the Constitution.</p> <ul style="list-style-type: none"><li>• U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.</li><li>• U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.</li></ul>
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**SCOPE AND SEQUENCE**

Grade Level: 6th\_\_\_\_\_

Subject: \_ELA\_\_\_\_\_

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. **Textual evidence to support analysis of what the text says.**
2. **Determine central ideas of a text.**
3. **Analyze in detail how key components are illustrated.**
4. **Determine the meaning of words or phrases.**
5. **Analyze sentence structure.**
6. **Determine author’s point of view.**
7. **Compare and contrast biographies/autobiographies.**

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 45 (all year long) September-October</p> <p>Approximate number of re-teaching days: 2-5 days</p> <p>How the unit will be assessed: ALL year long with unit stories, newspaper clipping and other media; formal assessments, informal assessments</p>	<p>Unit 1 Title: Discovering Ourselves</p>	<p><b>Key Ideas and Details</b></p> <p><a href="#">CCSS.ELA-Literacy.RI.6.1</a> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">CCSS.ELA-Literacy.RI.6.2</a> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><a href="#">CCSS.ELA-Literacy.RI.6.3</a> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><a href="#">CCSS.ELA-Literacy.RI.6.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><a href="#">CCSS.ELA-Literacy.RI.6.5</a> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><a href="#">CCSS.ELA-Literacy.RI.6.6</a> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><a href="#">CCSS.ELA-Literacy.RI.6.9</a> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Engage the reader by establishing context.
2. Use narrative techniques.
3. Use a variety of transition words, phrases, and clauses.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
5. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
6. Compare and contrast different genres.

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: October-November 45</p> <p>Approximate number of re-teaching days: 2-5 days</p> <p>How the unit will be assessed: ALL year-through with unit stories, newspaper clipping and other media; formal assessments and informal assessments</p>	<p>Unit 2 Title: The Living Earth</p>	<p><a href="#">CCSS.ELA-Literacy.W.6.3a</a> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.3b</a> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.3c</a> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><a href="#">CCSS.ELA-Literacy.RL.6.1</a> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">CCSS.ELA-Literacy.RL.6.2</a> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><a href="#">CCSS.ELA-Literacy.RL.6.3</a> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><a href="#">CCSS.ELA-Literacy.RL.6.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p><a href="#">CCSS.ELA-Literacy.RL.6.5</a> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><a href="#">CCSS.ELA-Literacy.RL.6.6</a> Explain how an author develops the point of view of the narrator or speaker in a text.</p>	

		<p><a href="#">CCSS.ELA-Literacy.RL.6.7</a> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p><a href="#">CCSS.ELA-Literacy.RL.6.9</a> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.3b</a> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.3c</a> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.3d</a> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Engage the reader by establishing context.
2. Use narrative techniques.
3. Use a variety of transition words, phrases, and clauses.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
5. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
6. Compare and contrast different genres.
7. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
8. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: December January 45</p> <p>ALL year-through stories, newspaper clipping and other media</p> <p>Approximate number of re-teaching days: 2-5 days</p> <p>How the unit will be assessed: Observation, class dialogue, formal assessment in the teacher's addition of <i>Reading Great Expectations</i> by Scott Foresman</p>	<p>Unit 3 Title: Goals Great and Small</p>	<p><a href="#">CCSS.ELA-Literacy.W.6.3a</a> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.3b</a> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.3c</a> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><a href="#">CCSS.ELA-Literacy.W.6.5</a> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,</p>	

		<p>rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 <a href="#">here</a>.)</p> <p><a href="#">CCSS.ELA-Literacy.W.6.6</a> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.7</a> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.8</a> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Engage the reader by establishing context.
2. Use narrative techniques.
3. Use a variety of transition words, phrases, and clauses.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;  
analyze the impact of a specific word choice on meaning and tone
5. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond  
or change as the plot moves toward a resolution.
6. Compare and contrast different genres.
7. Write arguments to support claims with clear reasons and relevant evidence.
8. Introduce claim(s) and organize the reasons and evidence clearly.
9. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate January-February number of instructional days: 40</p> <p>Approximate number of re-teaching days: 2-5</p> <p>How the unit will be assessed: Observation, class dialogue, formal assessment in the teacher's addition of <i>Reading Great Expectations</i> by Scott Foresman</p>	<p>Unit 4 Title: The Way We Were</p>	<p><a href="#">CCSS.ELA-Literacy.W.6.3a</a> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.3b</a> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.3c</a> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.1</a> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.1a</a> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.1b</a> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.1c</a> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s),</p>	

		<p>counterclaims, reasons, and evidence.</p> <p><b>CCSS.ELA-Literacy.WHST.6-8.1d</b> Establish and maintain a formal style.</p> <p><b>CCSS.ELA-Literacy.WHST.6-8.1e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Engage the reader by establishing context.
2. Use narrative techniques.
3. Use a variety of transition words, phrases, and clauses.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;  
analyze the impact of a specific word choice on meaning and tone
5. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond  
or change as the plot moves toward a resolution.
6. Compare and contrast different genres. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
7. Introduce a topic clearly and organize written papers.
8. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
9. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate January number of instructional days: 30 March-April</p> <p>Approximate number of re-teaching days: 2-5 days</p> <p>How the unit will be assessed: Observation, class dialogue, formal assessment in the teacher's addition of <i>Reading Great Expectations</i> by Scott Foresman</p>	<p>Unit 5 Title: Into the Unknown</p>	<p><a href="#">CCSS.ELA-Literacy.W.6.3a</a> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.3b</a> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.3c</a> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.1d</a> Establish and maintain a formal style.</p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.2</a> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.2a</a> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g.,</p>	

		<p>charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>CCSS.ELA-Literacy.WHST.6-8.2b</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>CCSS.ELA-Literacy.WHST.6-8.2c</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>CCSS.ELA-Literacy.WHST.6-8.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>CCSS.ELA-Literacy.WHST.6-8.2e</b> Establish and maintain a formal style and objective tone.</p> <p><b>CCSS.ELA-Literacy.WHST.6-8.2f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
2. Provide a concluding statement or section that follows from the information or explanation presented.
3. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 [here](#).)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 45 May-June</p> <p>Approximate number of re-teaching days: 2-5 days</p> <p>How the unit will be assessed: Observation, class dialogue, formal assessment in the teacher's addition of <i>Reading Great Expectations</i> by Scott Foresman</p>	<p>Unit 6 Title: I've Got It!</p>	<p><a href="#">CCSS.ELA-Literacy.W.6.2f</a> Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.3a</a> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><a href="#">CCSS.ELA-Literacy.W.6.5</a> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 <a href="#">here</a>.)</p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.5</a></p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.6</a> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	

## SCOPE AND SEQUENCE

Grade Level:   6  

Subject:   Math  

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understanding place value when multiplying and dividing by factors of 10.
2. Use any of the operations with decimal numbers.
3. Use order of operations to solve a given problem.
4. Round whole numbers and fractions to a given place value.
5. Relate key words to a certain operation in order to solve word problems.
6. Express the different ways to represent division.
7. Express the relationship between multiplication and division.
8. Apply the four operations to fractions.
9. Find equivalent fractions.
10. Find the mean, median and mode of a data set.
11. Graph a set of data points on a graph.
12. Convert from one unit of measure to another.
13. Use the attributes of shapes to find area and perimeter.
14. Identify different types of angles.
15. Use appropriate vocabulary words to describe different mathematical concepts.

Instructional Window #1	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>Sept. 5<sup>th</sup> to Oct. 14<sup>th</sup></b> <b>(24 days)</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Homework,</b></p>	<p>Unit 1 Title: <b>MEAP REVIEW</b></p>	<p><b>5.NBT.1</b> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p><b>5.NBT.2</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>5.NBT.3a</b> Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <p><b>5.NBT.3b</b> Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>5.NBT.5</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>5.NBT.6</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>5.NBT.7</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>

<p><b>Discussion and Periodic Quizzes,</b></p>		<p><b>5.NBT.4</b> Use place value understanding to round decimals to any place.</p> <p><b>5.NF.2</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>5.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p><b>5.NF.6</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><b>5.NF.7</b> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p><b>5.OA.1</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p><b>5.OA.3</b> Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</p> <p><b>5.MD.1</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><b>5.G.2</b> Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p><b>5.G.3</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Identify prime and composite numbers.
2. Differentiate between factors and multiples.
3. Use different strategies to find the GCF and LCM.
4. Express the meaning of exponents as well as solve them.

Instructional Window #2	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>Oct 18<sup>th</sup> – Nov 1<sup>st</sup></b> <b>(10 Days)</b></p> <p>Approximate number of re-teaching days: <b>4 days – if needed</b></p> <p>How the unit will be assessed: <b>Discussion, Homework and Tests.</b></p>	<p>Unit 2 Title: <b>Factors and Multiples</b></p>	<p><b>6.NS.4</b> Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.</p> <p><b>6.EE.1</b> Write and evaluate numerical expressions involving whole-number exponents.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Explain what a negative number is in comparison to a positive number.
2. Use real world context to explain negative numbers.
3. Explain negative numbers in the context of a coordinate plane.
4. Use a coordinate plane and plots points that include negative numbers.
5. Define absolute value and find the absolute value of a given number.
6. Use absolute value to solve real-world problems.

Instructional Window #3	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>Nov. 4<sup>th</sup> – Nov 12<sup>th</sup></b> <b>(7 days)</b></p> <p>Approximate number of re-teaching days: <b>2 days – if needed.</b></p> <p>How the unit will be assessed: <b>Discussion, Homework and Tests.</b></p>	<p>Unit 3 Title: <b>Negative Numbers and Absolute Value</b></p>	<p><b>6.NS.5</b> Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p><b>6.NS.6a</b> Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., <math>(-3) = 3</math>, and that 0 is its own opposite.</p> <p><b>6.NS.6b</b> Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p><b>6.NS.6c</b> Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p><b>6.NS.8</b> Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p><b>6.NS.7a</b> Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret <math>3 &gt; 7</math> as a statement that 3 is located to the right of 7 on a number line oriented from left to right.</p> <p><b>6.NS.7b</b> Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write <math>3C &gt; 7C</math> to express the fact that 3C is warmer than 7C.</p> <p><b>6.NS.7c</b> Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of 30 dollars, write <math> 30  = 30</math> to describe the size of the debt in dollars.</p> <p><b>6.NS.7d</b> Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than 30 dollars represents a debt greater than 30 dollars.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Show the relationship between a mixed number and an improper fraction.
2. Visualize what multiplying and dividing fractions means.
3. Solve real-world problems involving fractions that require multiplying and dividing.
4. Extend what I know about multiplying and dividing with whole numbers into numbers with decimals.

Instructional Window #4	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>Nov 13<sup>th</sup> – Nov 26<sup>th</sup> (10 days)</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Discussion, Homework and Tests.</b></p>	<p>Unit 4 Title: <b>Multiplying and Dividing Decimals and Fractions</b></p>	<p><b>6.NS.3</b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p><b>6.NS.1</b> Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Define a ratio and use ratio language to describe a situation.
2. Find a ratio using information given to me in a table.
3. Convert ratios so they have the same unit of measure.
4. Solve real-world problems using ratios.

Instructional Window #5	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>Dec 2<sup>nd</sup> – Dec 18<sup>th</sup> (13 days)</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Discussion, Homework and Tests.</b></p>	<p>Unit 5 Title: <b>Ratios</b></p>	<p><b>6.RP.1</b> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, the ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak. The ratio of male teachers to female teachers on my school was 1:3, because for every 1 male teacher there were 3 female teachers.</p> <p><b>6.RP.3a</b> Make tables of equivalent ratios relating quantities with whole number measurements, find the missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p><b>6.RP.3d</b> Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Define the terms rate and unit rate.
2. Use appropriate rate language to describe a ratio relationship.
3. Solve unit rate problems involving average speed and pricing.
4. Understand the meaning of a percentage and use it in terms of a rate per 100.

Instructional Window #6	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>Jan 7<sup>th</sup> – Feb 5<sup>th</sup></b> <b>(19 days)</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Discussion, Homework and Tests.</b></p>	<p>Unit 6 Title: <b>Rates and Percentages</b></p>	<p><b>6.RP.2</b> Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship. there is <math>3/4</math> cup of flour for <math>2\frac{1}{4}</math> cups of sugar</p> <p><b>6.RP.3b</b> Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</p> <p><b>6.RP.3c</b> Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means <math>30/100</math> times the quantity); solve problems involving finding the whole, given a part and the percent.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Describe the meaning of the words algebra, expression and variable.
2. Use algebraic expressions to describe real-world situations.
3. Use variables to write an algebraic expression
4. Solve algebraic expressions for given values of a variable.
5. Simplify, expand and factor algebraic expressions.
6. Understand the meaning of two equivalent expressions.
7. Solve real-world problems involving algebraic expressions.

Instructional Window #7	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>Feb 6<sup>th</sup> – Mar 14<sup>th</sup></b> <b>(24 days)</b></p> <p>Approximate number of re-teaching days: <b>5 days – if needed</b></p> <p>How the unit will be assessed: <b>Discussion, Homework and Tests.</b></p>	<p>Unit 7 Title: <b>Algebraic Expressions</b></p>	<p><b>6.EE.6</b> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p><b>6.EE.2a</b> Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation <math>2 + 8 + 7</math> as <math>2 + (8 + 7)</math>.</p> <p><b>6.EE.2b</b> Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</p> <p><b>6.EE.2c</b> Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = \frac{1}{2}</math>.</p> <p><b>6.EE.4</b> Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</p> <p><b>6.EE.3</b> Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</p> <p><b>6.EE.7</b> Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.</p> <p><b>6.EE.8</b> Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p>

		<p><b>6.EE.5</b> Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p><b>6.EE.9</b> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Identify a statistical question.
2. Understand how to collect information to answer a statistical question.
3. Understand the meaning of statistical language like measure of center, distribution, spread and variation.
4. Display information on and gather information from a number line, a dot plot, a histogram and a box plot.
5. Summarize numerical data sets including finding the mean, median and mode.
6. Understand which measure of center best fits the data set that was gathered.

Instructional Window #8	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>Mar 15<sup>th</sup> – Apr 30<sup>th</sup></b> <b>(26 days)</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Discussion, Homework and Tests.</b></p>	<p>Unit 8 Title: <b>Statistics and Probability</b></p>	<p><b>6.SP.1</b> Recognize a statistical question as one that anticipates variability in the data related to the question and</p> <p><b>6.SP.2</b> Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape.</p> <p><b>6.SP.3</b> Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p> <p><b>6.SP.4</b> Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p><b>6.SP.5</b> Summarize numerical data sets in relation to their context, such as by:</p> <p><b>6.SP.5a</b> Reporting the number of observations.</p> <p><b>6.SP.5b</b> Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p><b>6.SP.5c</b> Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p><b>6.SP.5d</b> Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Find the area of different polygons by composing or decomposing the given shape into triangles or rectangles.
2. Apply the idea of composing and decomposing shapes in order to solve real-world problems.
3. Understand the meaning of volume and explore the equation for finding volume.
4. Use a coordinate plane to draw and find information about a polygon.
5. Create nets to represent three-dimensional figures.
6. Use nets to find the surface area of a three-dimensional figure.

Instructional Window #9	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>May 1<sup>st</sup> – May 30<sup>th</sup></b> <b>(20 days)</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Discussion, Homework and Tests.</b></p>	<p>Unit 9 Title: <b>Geometry</b></p>	<p><b>6.G.1</b> Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p> <p><b>6.G.2</b> Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas <math>V = l w h</math> and <math>V = b h</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p><b>6.G.3</b> Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p><b>6.G.4</b> Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p>

# SCOPE AND SEQUENCE

Grade Level: 6a Subject: Science

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 45 days September-October</p> <p>Approximate number of re-teaching days: 2-5 days</p> <p>How the unit will be assessed: Oral, written informal/formal assessment/journals</p>	<p>Unit 1 Title: Ecology and the Environment</p>	<p><b>MS-LS2-1.</b> Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]</p> <p><b>MS-LS2-2.</b> Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]</p> <p><b>MS-LS2-3.</b> Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. [Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.] [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.]</p> <p><b>MS-LS2-4.</b> Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]</p>	<p><b>Disciplinary Core Ideas</b> <b>LS2.A: Interdependent Relationships in Ecosystems</b> <a href="#">Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving.</a></p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems
3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem
4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 20 October Approximate number of re-teaching days: 2-5 days</p> <p>How the unit will be assessed: Oral, written informal/formal assessment/journals</p>	<p>Unit 2 Title: Ecology and the Environment</p>	<p><b>MS-LS2-1.</b> Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]</p> <p><b>MS-LS2-2.</b> Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]</p> <p><b>MS-LS2-3.</b> Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. [Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.] [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.]</p> <p><b>MS-LS2-4.</b> Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]</p>	<p><b>Disciplinary Core Ideas</b> <b><u>LS2.A: Interdependent Relationships in Ecosystems</u></b> <u>Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving,</u></p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects
2. Plan an investigation to provide evidence that the change in an object's motion
3. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:45 November-December</p> <p>Approximate number of re-teaching days:2-5 days</p> <p>How the unit will be assessed: Oral, written informal/formal assessment/journals</p>	<p>Unit 3 Title: Force and Motion</p>	<p>MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.* [Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.] [Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.]</p> <p>MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. [Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.] [Assessment Boundary: Assessment is</p>	<p><b>PS3.A: Definitions of Energy</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (MS-PS3-1)</a></li> <li>• <a href="#">A system of objects may also contain stored (potential) energy, depending on their relative positions. (MS-PS3-2)</a></li> <li>• <a href="#">Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (MS-PS3-2)</a></li> </ul> <p><b>PS2.A: Forces and Motion</b></p> <ul style="list-style-type: none"> <li>• <a href="#">For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third Law). (MS-PS2-1)</a></li> <li>• <a href="#">The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. (MS-PS2-2)</a></li> <li>• <a href="#">All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared. (MS-PS2-2)</a> PS3-4)</li> </ul> <p><b>PS3.B: Conservation of Energy and Energy Transfer</b></p> <ul style="list-style-type: none"> <li>• When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (MS-PS3-5)</li> <li>• The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment. (MS-PS3-4)</li> <li>• Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (MS-PS3-3)</li> </ul> <p><b>PS3.C: Relationship Between Energy and Forces</b></p> <ul style="list-style-type: none"> <li>• <a href="#">When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (MS-PS3-2)</a></li> </ul>

		<p><i>and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.]</i></p> <p><b>MS-PS2-5.</b> <b>Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.</b></p> <p><i>[Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.]</i></p> <p><i>[Assessment Boundary: Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.]</i></p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Develop models to describe the atomic composition of simple molecules and extended structures
2. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society
3. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 45 January-February</p> <p>Approximate number of re-teaching days: 2-5 days</p> <p>How the unit will be assessed: Oral, written informal/formal assessment/journals</p>	<p>Unit 4 Title: Intro to Chemistry</p>	<p><b>MS-PS1-1.</b> Develop models to describe the atomic composition of simple molecules and extended structures. <i>[Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.] [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete description of all individual atoms in a complex molecule or extended structure is not required.]</i></p> <p><b>MS-PS1-3.</b> Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. <i>[Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.] [Assessment Boundary: Assessment is limited to qualitative information.]</i></p> <p><b>MS-PS1-4.</b> Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. <i>[Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing</i></p>	<p><b>PS1.A: Structure and Properties of Matter</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (MS-PS1-1)</a></li> <li>• <a href="#">Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (MS-PS1-3) (Note: This Disciplinary Core Idea is also addressed by MS-PS1-2.)</a></li> <li>• <a href="#">Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (MS-PS1-4)</a></li> <li>• <a href="#">In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (MS-PS1-4)</a></li> <li>• <a href="#">Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (MS-PS1-</a></li> </ul>

		<p>kinetic energy of the particles until a change of state occurs. Examples of models could include drawing and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.]</p>	<p>1])</p> <ul style="list-style-type: none"> <li>• <a href="#">The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (MS-PS1-4)</a></li> </ul> <p><b>PS1.B: Chemical Reactions</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (MS-PS1-3) (Note: This Disciplinary Core Idea is also addressed by MS-PS1-2 and MS-PS1-5.)</a></li> </ul>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials

Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: March 25</p> <p>Approximate number of re-teaching days: 2-5 days</p> <p>How the unit will be assessed: Oral, written informal/formal assessment/journals</p>	<p>Unit 5 Title: Sounds and Light</p>	<p><b>MS-PS4-1.</b> Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. <i>[Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.] [Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.]</i></p> <p><b>MS-PS4-2.</b> Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. <i>[Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.] [Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.]</i></p> <p><b>MS-PS4-3.</b> Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. <i>[Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in wifi devices, and conversion of stored binary patterns to make sound or text on a computer screen.] [Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.]</i></p>	<p><b><u>PS4.A: Wave Properties</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. (MS-PS4-1)</a></li> <li>• <a href="#">A sound wave needs a medium through which it is transmitted. (MS-PS4-2)</a></li> </ul>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. **Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object**
2. **Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.\***
3. **Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.**

Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 25                      April                      Approximate number of re-teaching days: 2-5 days                      How the unit will be assessed:                      Oral, written informal/formal assessment/journals</p>	<p>Unit 6 Title:                      Sound and Light</p>	<p><b>MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.</b> [Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.]</p> <p><b>MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.</b> [Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.] [Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.]</p> <p><b>MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.*</b> [Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]</p>	<p><b>PS3.B: Conservation of Energy and Energy Transfer</b>  <a href="#">When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (MS-PS3-5) The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment. (MS-PS3-4) Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (MS-PS3-3)</a></p>

		<p><b>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</b> [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]</p> <p><b>MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</b> [Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature</p>	
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Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
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<p>Approximate number of instructional days:25 May-June</p> <p>Approximate number of re-teaching days: 2-5 days</p> <p>How the unit will be assessed: Oral, written informal/formal assessment/journals</p>	<p>Unit:7 Earth Structure, Earth Surface, and Water and Atmosphere</p>	<p>Students who demonstrate understanding can:</p> <p><b>MS-ESS1-1.</b> Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]</p> <p><b>MS-ESS1-2.</b> Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. [Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state).] [Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.]</p> <p><b>MS-ESS1-3.</b> Analyze and interpret data to determine scale properties</p>	<p><b><u><a href="#">ESS1.B: Earth and the Solar System</a></u></b></p> <ul style="list-style-type: none"> <li><u><a href="#">The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them. (MS-ESS1-2). (MS-ESS1-3)</a></u></li> <li><u><a href="#">This model of the solar system can explain eclipses of the sun and the moon . Ear th's spin axis is fixed in direction over the short-</a></u></li> </ul>
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		<p>of objects in the solar system. [Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.] [Assessment Boundary: Assessment does not include recalling facts about properties of the planets and other solar system bodies.]</p> <p><b>MS-ESS2-1.</b> Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. [Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.] [Assessment Boundary: Assessment does not include the identification and naming of minerals.] crust are not assessed.]</p> <p><b>MS-ESS2-4.</b> Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. [Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.] [Assessment Boundary: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.]</p>	<p><a href="#">term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year. (MS-ESS1-1)</a></p> <ul style="list-style-type: none"> <li>• <a href="#">The solar system appears to have formed from a disk of dust and gas, drawn together by gravity. (MS-ESS1)</a></li> </ul> <p><b>Disciplinary Core Ideas</b> <b><a href="#">ESS 2. A: Earth's Materials and Systems</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms. (MS-ESS2-1)</a></li> </ul> <p><b><a href="#">ESS2.C: The Roles of Water in Earth's Surface Processes</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization.</a></li> </ul>
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			<p><a href="#">as well as downhill flows on land.</a> (MS - ESS2-4)</p> <ul style="list-style-type: none"><li>• <a href="#">Global movements of water and its changes in form are</a> <a href="#">influenced by sunlight and gravity.</a> (MS - ESS2-4)</li></ul>
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## SCOPE AND SEQUENCE

Grade Level:   6  

Subject:   Social Studies  

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Describe the history of Michigan starting from the Erie Canal all the way through the 1930s.
2. Describe how economic activities affected the growth of Michigan and it's natural resources.
3. Demonstrate how Michigan and the United States can be divided into different regions.
4. Express how local and national government run and how they differ from each other.
5. Explain the rights and responsibilities of citizens.
6. Explain the components of a market economy.
7. Describe the development of the original 13 colonies.
8. Describe the events leading up to and during the revolutionary war.

Instructional Window #1	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>Sept. 6<sup>th</sup> to Oct. 17<sup>th</sup></b> <b>(22 days)</b></p> <p>Approximate number of re-teaching days:</p>	<p>Unit 1 Title: <b>MEAP REVIEW</b></p>	<p><b>3.H3.0.3</b> people came, statehood).  <b>3.H3.0.10</b> Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).  <b>3.G2.0.2</b> Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).  <b>3.G4.0.1</b> Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)  <b>3.C1.0.1</b> Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).  <b>3.C2.0.1</b> Describe how Michigan state government reflects the principle of representative government.  <b>3.E1.0.3</b> waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).  <b>4.H3.0.9</b> Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.</p>

<p>How the unit will be assessed:  <b>Discussion, worksheets and tests.</b></p>		<p><b>4.G2.0.1</b> Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).</p> <p><b>4.C2.0.2</b> Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).</p> <p><b>4.C3.0.4</b> Describe how the powers of the federal government are separated among the branches.</p> <p><b>4.C5.0.1</b> Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).</p> <p><b>4.E1.0.2</b> Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).</p> <p><b>5.U1.1.1</b> Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).</p> <p><b>5.U1.3.1</b> Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).</p> <p><b>5.U2.1.2</b> Describe significant developments in the New England colonies, including growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies</p> <p><b>5.U2.1.3</b> Describe significant developments in the Middle Colonies, including the growth of Middle Colonies economies (e.g., breadbasket)</p> <p><b>5.U2.3.3</b> Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).</p> <p><b>5.U3.1.1</b> Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.</p> <p><b>5.U3.1.2</b> Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.</p> <p><b>5.U3.1.3</b> Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</p> <p><b>5.U3.1.4</b> Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).</p> <p><b>5.U3.1.5</b> Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.</p> <p><b>5.U3.3.1</b> Describe the powers of the national government and state governments under the Articles of Confederation.</p> <p><b>5.U3.3.6</b> Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)</p> <p><b>5.U3.3.7</b> Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand the importance of archaeology and artifacts in building up how ancient peoples lived.
2. Discuss the ideas behind how the early peoples migrated.
3. Discuss the characteristics of the Stone Age and the hunter/gatherer lifestyle
4. Discuss what culture is and it's role in developing civilizations.

<b>Instructional Window #2</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>
Approximate number of instructional days: <b>Oct 18<sup>th</sup> to Oct. 31<sup>st</sup></b> <b>(9 days)</b>  How the unit will be assessed: <b>Discussion, worksheets and tests.</b>	Unit 2 Title: <b>Digging Up the Past</b>	<b>6.W1.1.1</b> <b>6.W1.1.2</b> Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Describe how civilizations started to settle into certain regions and agriculture developed.
2. Explain how early peoples started using the resources around them to help with agriculture.
3. Explain the affects of agriculture on the development of social classes, government and economy.
4. Describe the culture of the Egyptians; religion, government, language, family life and technology.
5. Compare how life has evolved from the first civilizations of Mesopotamia to the Egyptian civilization.

Instructional Window #3	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>Nov 1<sup>st</sup> to Dec 18<sup>th</sup> (31 days)</b></p> <p>How the unit will be assessed: <b>Discussion, worksheets and tests.</b></p>	<p>Unit 3 Title: <b>Early Civilizations in Mesopotamia and Egypt</b></p>	<p><b>6.W1.2.1</b> Describe the transition from hunter/gatherers to sedentary agriculture (domestication of plants and animals).</p> <p><b>6.W1.2.2</b> Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).</p> <p><b>6.W1.2.3</b> Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).</p> <p><b>6.G2.2.1</b> Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p><b>6.H1.4.1</b> Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</p> <p><b>6.H1.4.2</b> Describe and use themes of history to study patterns of change and continuity.</p> <p><b>6.G1.3.3</b> Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Explain the different landforms and climate that make up the geography of Mesoamerica.
2. Compare and contrast the cultures of the Olmec, the Maya, the Aztec and the Inca.
3. Explain how the environment has impacted the development of these culture groups.
4. Explain how these civilizations have developed economically and socially over time.
5. Create a timeline of the development of these early civilizations.

Instructional Window #4	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>Jan 6<sup>th</sup> to Feb 14<sup>th</sup></b> <b>(29 days)</b></p> <p>How the unit will be assessed: <b>Discussion, worksheets and tests.</b></p>	<p>Unit 4 Title: <b>Early Civilizations in Mesoamerica</b> <b>(Chap 6 &amp; End of 7)</b></p>	<p><b>6.G2.1.1</b> Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p><b>6.G2.2.1</b> Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p><b>6.W3.1.1</b> Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.</p> <p><b>6.W3.1.2</b> Explain the role of economics in shaping the development of early civilizations (trade routes and their significance Inca Road, supply and demand for products).</p> <p><b>6.W3.1.3</b> Describe similarities and difference among Mayan, Aztec, and Incan societies including economy, religion, and role and class structure.</p> <p><b>6.W3.1.4</b> Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.</p> <p><b>6.W3.1.5</b> Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).</p> <p><b>6.G4.4.1</b> Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand the geography and climate of North America.
2. Compare and contrast the different groups living in North America.
3. Explain how agriculture influenced the development of civilizations.
4. Understand how the natural resources in North America influenced the culture of the people groups of North America.

Instructional Window #5	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>Feb 19<sup>th</sup> to Mar 7<sup>th</sup></b> <b>(13 days)</b></p> <p>How the unit will be assessed: <b>Discussion, worksheets and tests.</b></p>	<p>Unit 5 Title: <b>Early North American Peoples (Chap 8)</b></p>	<p><b>6.G2.1.1</b> Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p><b>6.G2.2.1</b> Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p><b>6.W2.1.1</b> Explain how the environment favored hunter/gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.</p> <p><b>6.W2.1.2</b> Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).</p> <p><b>6.W2.1.3</b> Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).</p> <p><b>6.W2.1.4</b> Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).</p> <p><b>6.G2.2.2</b> Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</p> <p><b>6.G4.3.1</b> Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).</p> <p><b>6.G4.3.2</b> Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities—modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Identify different types of maps.
2. Sketch a map and locate major landforms in the Western Hemisphere.
3. Use maps to answer different questions about different locations.
4. Explain patterns in maps as to how natural events and environments affect where people live.

Instructional Window #6	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>Mar 10<sup>th</sup> to Apr 3<sup>rd</sup> (19 days)</b></p> <p>How the unit will be assessed: <b>Discussion, worksheets and tests.</b></p>	<p>Unit 6 Title: <b>Western Hemisphere Geography (Ref. Chap 6-8)</b></p>	<p><b>6.G1.1.1</b> Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p> <p><b>6.G1.1.2</b> Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).</p> <p><b>6.G1.2.1</b> Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.</p> <p><b>6.G1.2.2</b> Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.</p> <p><b>6.G1.2.3</b> Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.</p> <p><b>6.G1.2.4</b> Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p><b>6.G1.3.1</b> Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p><b>6.G1.3.2</b> Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p><b>6.G2.1.2</b> Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes and settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Identify human’s influences on their surrounding environment.
2. Compare how different environments bring in different groups of people.
3. Discuss how technology has affected the environment in a certain area.
4. Use maps and Internet to research information to present on a certain location.

Instructional Window #7	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>Apr 14<sup>th</sup> to Apr 25<sup>th</sup></b> <b>(10 days)</b></p> <p>How the unit will be assessed: <b>Discussion, worksheets and tests.</b></p>	<p>Unit 7 Title: <b>Location Exploration</b></p>	<p><b>6.G2.2.3</b> Analyze how Caribbean Region that presently displays enduring impacts of different immigrant groups Africans, South Asians, Europeans and the differing contemporary points of view about the region displayed by islanders and tourists).</p> <p><b>6.G3.1.1</b> Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).</p> <p><b>6.G3.2.1</b> Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).</p> <p><b>6.G3.2.2</b> Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).</p> <p><b>6.G4.2.1</b> List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products;</p> <p><b>6.G5.1.1</b> Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).</p> <p><b>6.G5.1.2</b> Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).</p> <p><b>6.G5.1.3</b> Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a</p>

		dam floods land upstream and may pennit irrigation in another region).
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Compare different kinds of government systems and their impact on the people.
2. Describe a nation-state and how they interact.
3. Discuss the relationships between countries.
4. Understand the interactions between governments in the Western Hemisphere; challenges and agreements.

Instructional Window #8	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>Apr 28<sup>th</sup> to May 16<sup>th</sup> (15 days)</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Discussion, worksheets and tests.</b></p>	<p>Unit 8 Title: <b>Government Systems</b></p>	<p><b>6.C1.1.1</b> Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).</p> <p><b>6.C3.6.1</b> Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.</p> <p><b>6.C3.6.2</b> Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.</p> <p><b>6.C4.3.1</b> Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).</p> <p><b>6.C4.3.2</b> Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).</p> <p><b>6.C4.3.3</b> Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Discuss the incentives that drive the economy.
2. Describe how products move about from country to country.
3. Explain the impact the government has on the economy.
4. Explain how new technologies have impacted the economy.

Instructional Window #9	Instructional Units	Common Core State Standards
<p>Approximate number of instructional days: <b>May 19<sup>th</sup> to Jun 3<sup>rd</sup></b> <b>(10 days)</b></p> <p>How the unit will be assessed: <b>Discussion, worksheets and tests.</b></p>	<p>Unit 9 Title: <b>Economics</b></p>	<p><b>6.E1.1.1</b> Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).</p> <p><b>6.E2.3.1</b> Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.</p> <p><b>6.E3.1.1</b> Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.</p> <p><b>6.E3.1.2</b> Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).</p> <p><b>6.E3.1.3</b> Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).</p> <p><b>6.E3.3.1</b> Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica).</p>

## SCOPE AND SEQUENCE

Grade Level: 7th

Subject: English Language Arts

### **Overarching Annual Goals—by the academic school year, students will learn, know and be able to:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. use knowledge of language and its conventions when writing, speaking, reading, or listening
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
7. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
8. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Overarching Goals Unit 1—by the end each instructional window, students will learn, know and be able to:**

1. Produce clear and coherent writing of my short term, mid-term, and long term goals.
2. Use precise language to explain my goals.
3. Engage effectively in collaborative discussion about my goals.
4. Present my goals to peers using appropriate eye contact, adequate volume, and clear pronunciation.

Instructional Window #1	Instructional Units	Common Core State Standards
<p>Instructional days: <b>Sept. 3-10</b></p> <p>How the unit will be assessed: Poster/Presentation</p>	<p>Unit 1 Title: Introduction to year Goals Project</p>	<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>• CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>• <u>CCSS.ELA-Literacy.W.7.2d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>• <u>CCSS.ELA-Literacy.W.7.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>

- **Overarching Goals—Unit 2: by the end each instructional window, students will learn, know and be able to:**

- 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context cues and the relationships between words.**
- 2. Use context as a clue to the meaning of a word or phrase.**
- 3. Use word relationships to better understand words.**

Instructional Window #2	Instructional Units	• Common Core State Standards
<p>Instructional days: <b>2 days per week for 15 weeks. (30 days)</b></p> <p>Re-teaching: This is done continuously through the use of vocabulary in discussion and writing.</p> <p>How the unit will be assessed: Flocabulary curriculum Tests, Scantron</p>	<p>Unit 2 Title: Flocabulary</p>	<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</li> <li>• CCSS.ELA-Literacy.L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• CCSS.ELA-Literacy.L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>• CCSS.ELA-Literacy.L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> <li>• CCSS.ELA-Literacy.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>

**Overarching Goals Unit 3—by the end each instructional window, students will learn, know and be able to:**

- 1. Write routinely over shorter time frames for a range of tasks, purposes, and audiences.**
- 2. Increase writing stamina.**

<b>Instructional Window #3</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>
<p>Instructional days: <b>5 days per week all year.</b></p> <p>How the unit will be assessed: Journals are graded weekly based on a journal rubric.</p>	<p>Unit 3 Title: Daily Journaling</p>	<ul style="list-style-type: none"><li>• CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li></ul>

**Overarching Goals Unit 4—by the end each instructional window, students will learn, know and be able to:**

- 1. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
- 2. Read and comprehend literature, including stories, dramas, and poems.**
- 3. Write arguments to support claims with clear reasons and relevant evidence.**
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

Instructional Window #4	Instructional Units	Common Core State Standards
<p>Instructional days: <b>Sept. 10–Oct. 11</b></p> <p>How the unit will be assessed: The MEAP test.</p>	<p>Unit 4 Title: MEAP REVIEW</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</li> <li>• CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>• CCSS.ELA-Literacy.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>• CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>• CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</li> </ul>

		<ul style="list-style-type: none"> <li>○ CCSS.ELA-Literacy.W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>○ CCSS.ELA-Literacy.W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>○ CCSS.ELA-Literacy.W.7.1d Establish and maintain a formal style.</li> <li>● <u>CCSS.ELA-Literacy.W.7.2b</u> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● CCSS.ELA-Literacy.W.7.2e Establish and maintain a formal style.</li> <li>● CCSS.ELA-Literacy.W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>● CCSS.ELA-Literacy.W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>● CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>● CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7)</li> </ul>
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**Overarching Goals Unit 5—by the end each instructional window, students will learn, know and be able to:**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze the interactions between individuals, events, and ideas in a text.
4. Read and comprehend literary nonfiction.
5. Write arguments to support claims with clear reasons and relevant evidence.
6. Write routinely for a range of discipline-specific tasks, purposes, and audiences.

Instructional Window #5	Instructional Units	Common Core State Standards
<p>Instructional days: <b>2 days a week all year</b></p> <p>How the unit will be assessed: Using an AOW rubric for Weekly writing assignments that are based on the articles.</p>	<p>Unit 5 Title: Article of the Week</p>	<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>• CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>• CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>• CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</li> <li>• CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>

**Overarching Goals Unit 6—by the end each instructional window, students will learn, know and be able to:**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
4. Read and comprehend literature, including stories, dramas, and poems.
5. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
7. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Instructional Window #6	Instructional Units	Common Core State Standards
<p>Instructional days: <b>Oct. 21-Nov. 26</b></p> <p>How the unit will be assessed: Students will be assessed on their unit folder and their book critiques. Critiques will be graded based on the IRU rubric.</p>	<p>Unit 6 Title: Independent Reading Unit</p>	<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• CCSS.ELA-Literacy.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>• CCSS.ELA-Literacy.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>• <u>CCSS.ELA-Literacy.RL.7.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>• CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• CCSS.ELA-Literacy.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>• CCSS.ELA-Literacy.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>• <u>CCSS.ELA-Literacy.RL.7.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>

• **Overarching Goals Unit 7—by the end each instructional window, students will learn, know and be able to:**

1. Write arguments to support claims with clear reasons and relevant evidence.
2. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
3. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
4. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
5. Produce clear and coherent writing.
6. Engage effectively in a range of collaborative discussions.
7. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
9. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
10. Present claims and findings.

Instructional Window #7	Instructional Units	Common Core State Standards
<p>Instructional days: <b>Dec. 2- Feb. 21</b></p> <p>How the unit will be assessed: Using an EBC rubric. Students will write their own EBC at the end of the unit.</p>	<p>Unit 7 Title: Evidenced Based Claim Unit</p>	<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.               <ul style="list-style-type: none"> <li>○ CCSS.ELA-Literacy.W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>○ CCSS.ELA-Literacy.W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>○ CCSS.ELA-Literacy.W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> </ul> </li> <li>• CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>• CCSS.ELA-Literacy.W.7.9b Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing</li> </ul>

		<p>whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>• CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• CCSS.ELA-Literacy.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>• CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>• <u>CCSS.ELA-Literacy.SL.7.3</u> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence</li> <li>• <u>CCSS.ELA-Literacy.SL.7.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>• <u>CCSS.ELA-Literacy.SL.7.5</u> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> <li>• <u>CCSS.ELA-Literacy.SL.7.6</u> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</li> <li>• <u>CCSS.ELA-Literacy.L.7.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• <u>CCSS.ELA-Literacy.L.7.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• <u>CCSS.ELA-Literacy.L.7.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>
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**Overarching Goals Unit 8—by the end each instructional window, students will learn, know and be able to:**

- 1. Read and comprehend literature, including stories, dramas, and poems.**
- 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text**

Instructional Window #8	Instructional Units	Common Core State Standards
<p>Instructional days: <b>All year</b></p> <p>How the unit will be assessed: Students will be assessed based on their book log they turn in at the end of each month documenting how often they read and what specific characteristic that particular log covered.</p>	<p>Unit 8 Title: Book of the Month</p>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.RL.7.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>• <a href="#">CCSS.ELA-Literacy.RL.7.2</a> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text</li> </ul>

**Overarching Goals Unit 9—by the end each instructional window, students will learn, know and be able to:**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze how a drama's or poem's form or structure contributes to its meaning
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Instructional Window #9	Instructional Units	Common Core State Standards
<p>Instructional days: Feb 24<sup>th</sup>-Apr 3<sup>rd</sup></p> <p>How the unit will be assessed: Students complete a study packet that analyzes the book as we read. Graded with the study packet rubric.</p>	<p>Unit 10 Title: Novel Study</p>	<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• CCSS.ELA-Literacy.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>• CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>• <u>CCSS.ELA-Literacy.RL.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> <li>• <u>CCSS.ELA-Literacy.RL.7.5</u> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</li> <li>• <u>CCSS.ELA-Literacy.RL.7.6</u> Analyze how an author develops and contrasts the points of</li> </ul>

		<p>view of different characters or narrators in a text.</p> <ul style="list-style-type: none"><li>• <u>CCSS.ELA-Literacy.RL.7.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li><li>• <u>CCSS.ELA-Literacy.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li><li>• <u>CCSS.ELA-Literacy.SL.7.2</u> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study</li></ul>
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**Overarching Goals Unit 10—by the end each instructional window, students will learn, know and be able to:**

- 1. Write arguments to support claims with clear reasons and relevant evidence.**
- 2. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.**
- 3. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**
- 4. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.**
- 5. Provide a concluding statement or section that follows from and supports the argument presented.**

Instructional Window #10	Instructional Units	Common Core State Standards
<p>Instructional days: Apr 14<sup>th</sup>- May 2<sup>nd</sup></p> <p>How the unit will be assessed: Students write a final paper and are assessed with a rubric. Formative assessments are given throughout the writing, revising, and editing process.</p>	<p>Unit 9 Title: Persuasion Unit</p>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.L.7.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• <a href="#">CCSS.ELA-Literacy.L.7.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• <a href="#">CCSS.ELA-Literacy.L.7.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening</li> <li>• <a href="#">CCSS.ELA-Literacy.W.7.1</a> Write arguments to support claims with clear reasons and relevant evidence.               <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.ELA-Literacy.W.7.1a</a> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>○ <a href="#">CCSS.ELA-Literacy.W.7.1b</a> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>○ <a href="#">CCSS.ELA-Literacy.W.7.1c</a> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>○ <a href="#">CCSS.ELA-Literacy.W.7.1d</a> Establish and maintain a formal style.</li> <li>○ <a href="#">CCSS.ELA-Literacy.W.7.1e</a> Provide a concluding statement or section that</li> </ul> </li> </ul>

		<p>follows from and supports the argument presented.</p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-Literacy.W.7.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>• <u>CCSS.ELA-Literacy.W.7.5</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 <a href="#">here</a>.)</li> <li>• <u>CCSS.ELA-Literacy.W.7.6</u> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li> <li>• <u>CCSS.ELA-Literacy.W.7.7</u> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> <li>• <u>CCSS.ELA-Literacy.W.7.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>• <u>CCSS.ELA-Literacy.W.7.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>○ <u>CCSS.ELA-Literacy.W.7.9b</u> Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</li> </ul> </li> <li>• <u>CCSS.ELA-Literacy.W.7.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>• <u>CCSS.ELA-Literacy.W.7.2</u> Write informative/explanatory texts to examine a topic and</li> </ul>
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		<p>convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>○ <u>CCSS.ELA-Literacy.W.7.2a</u> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>○ <u>CCSS.ELA-Literacy.W.7.2b</u> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>○ <u>CCSS.ELA-Literacy.W.7.2c</u> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>○ <u>CCSS.ELA-Literacy.W.7.2d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>○ <u>CCSS.ELA-Literacy.W.7.2e</u> Establish and maintain a formal style.</li> <li>○ <u>CCSS.ELA-Literacy.W.7.2f</u> Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
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**Overarching Goals Unit 11—by the end each instructional window, students will learn, know and be able to:**

- 1. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.**
- 2. Gather relevant information from multiple print and digital sources.**
- 3. Draw evidence from literary or informational texts to support analysis, reflection, and research.**
- 4. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
- 5. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.**
- 6. Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**
- 7. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.**
- 8. Use precise language and domain-specific vocabulary to inform about or explain the topic.**
- 9. Establish and maintain a formal style.**
- 10. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

Instructional Window #11	Instructional Units	Common Core State Standards
<p>Instructional days: May 5<sup>th</sup>- May 16<sup>th</sup></p> <p>How the unit will be assessed: Students will write a final paper graded with a rubric.</p>	<p>Unit 11 Title: Biographies</p>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.L.7.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• <a href="#">CCSS.ELA-Literacy.L.7.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• <a href="#">CCSS.ELA-Literacy.L.7.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.7.7</a> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.7.8</a> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.7.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• <a href="#">CCSS.ELA-Literacy.W.7.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.ELA-Literacy.W.7.2a</a> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>○ <a href="#">CCSS.ELA-Literacy.W.7.2b</a> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>○ <a href="#">CCSS.ELA-Literacy.W.7.2c</a> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ <a href="#">CCSS.ELA-Literacy.W.7.2d</a> Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>○ <a href="#">CCSS.ELA-Literacy.W.7.2e</a> Establish and maintain a formal style.</li> <li>○ <a href="#">CCSS.ELA-Literacy.W.7.2f</a> Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>○ <a href="#">CCSS.ELA-Literacy.W.7.9a</a> Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</li> <li>○ <a href="#">CCSS.ELA-Literacy.W.7.9b</a> Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</li> <li>● <a href="#">CCSS.ELA-Literacy.W.7.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>● <a href="#">CCSS.ELA-Literacy.W.7.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>● <a href="#">CCSS.ELA-Literacy.W.7.5</a> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 <a href="#">here</a>.)</li> <li>● <a href="#">CCSS.ELA-Literacy.W.7.6</a> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li> </ul>
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**Overarching Goals Unit 12—by the end each instructional window, students will learn, know and be able to:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5. Interpret figures of speech in context.
6. Use the relationship between particular words to better understand each of the words.
7. Distinguish among the connotations of words with similar denotations.

Instructional Window #12	Instructional Units	Common Core State Standards
<p>Instructional days: May 19<sup>th</sup> – May 30<sup>th</sup></p> <p>How the unit will be assessed: Students will complete a poetry book; graded by a rubric.</p>	<p>Unit 14 Title: Poetry</p>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.L.7.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• <a href="#">CCSS.ELA-Literacy.L.7.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• <a href="#">CCSS.ELA-Literacy.L.7.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• <a href="#">CCSS.ELA-Literacy.L.7.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.               <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.ELA-Literacy.L.7.5a</a> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>○ <a href="#">CCSS.ELA-Literacy.L.7.5b</a> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>○ <a href="#">CCSS.ELA-Literacy.L.7.5c</a> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>,</li> </ul> </li> </ul>

		<i>diplomatic, condescending)</i>
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## SCOPE AND SEQUENCE

Grade Level: 7

Subject: Mathematics

### **Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### **Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can find absolute values of rational numbers.
- I can express numbers in  $m/n$  form.
- I can locate rational numbers on the number line.
- I can understand irrational numbers and how they fill the number line.
- I can use rational numbers to locate irrational numbers approximately on the number line.
- I can show that irrational numbers are characterized by a non-terminating and non-repeating decimal representation.
- I can add and subtract, multiply and divide integers with the same sign and with different signs.
- I can add and subtract, multiply and divide rational numbers with the same sign and with different signs.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>Sept. – Oct</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 1 Title: The Real Number System</p>	<p><b>CCSS.Math.Content.7.NS.A.1</b> Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p><b>CCSS.Math.Content.7.NS.A.1a</b> Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i></p> <p><b>CCSS.Math.Content.7.NS.A.1b</b> Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p><b>CCSS.Math.Content.7.NS.A.1c</b> Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p><b>CCSS.Math.Content.7.NS.A.1d</b> Apply properties of operations as strategies to add and subtract rational numbers.</p> <p><b>CCSS.Math.Content.7.NS.A.2</b> Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p><b>CCSS.Math.Content.7.NS.A.2a</b> Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy</p>	<p><b>N.FL.07.07</b> Solve problems involving operations with integers. [Core]</p> <p><b>N.FL.07.08</b> Add, subtract, multiply, and divide positive and negative rational numbers fluently. [Core]</p> <p><b>N.FL.07.09</b> Estimate results of computations with rational numbers. [Core] <b>N.ME.08.03</b> Understand that in decimal form, rational numbers either terminate or eventually repeat, and that calculators truncate or round repeating decimals; locate rational numbers on the number line; know fraction forms of common repeating decimals, e.g., <math>0.\overline{1}</math> (repeating) = <math>1/9</math> ; <math>0.\overline{3}</math> (repeating) = <math>1/3</math> .</p>

		<p>the properties of operations, particularly the distributive property, leading to products such as <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p><b><u>CCSS.Math.Content.7.NS.A.2b</u></b> Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If <math>p</math> and <math>q</math> are integers, then <math>(p/q) = (p)/q = p/(q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</p> <p><b><u>CCSS.Math.Content.7.NS.A.2c</u></b> Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p><b><u>CCSS.Math.Content.7.NS.A.2d</u></b> Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p> <p><b><u>CCSS.Math.Content.7.NS.A.3</u></b> Solve real-world and mathematical problems involving the four operations with rational numbers.<sup>1</sup></p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can simplify algebraic expressions with decimal and fractional coefficients by adding or subtracting like terms.
- I can simplify algebraic expressions with more than two terms by using the commutative property of addition.
- I can simplify algebraic expressions with more than two variables.
- I can expand and factor algebraic expressions involving fractions, decimals, and negative terms.
- I can translate verbal descriptions into algebraic expressions with one or more variables and with parentheses.

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>Oct -Nov.</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 2 Title: Algebraic Expressions</p>	<p><b><u>CCSS.Math.Content.7.EE.A.1</u></b> Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p><b><u>CCSS.Math.Content.7.EE.A.2</u></b> Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, <math>a + 0.05a = 1.05a</math> means that “increase by 5%” is the same as “multiply by 1.05.”</i></p> <p><b><u>CCSS.Math.Content.7.EE.B.3</u></b> Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will</i></p>	<p><b><u>A.PA.07.11</u></b> Understand and use basic properties of real numbers: additive and multiplicative identities, additive and multiplicative inverses, commutativity, associativity, and the distributive property of multiplication over addition. [Core] Combine algebraic expressions and solve equations</p> <p><b><u>A.FO.07.12</u></b> Add, subtract, and multiply simple algebraic expressions of the first degree, e.g., <math>(92x + 8y) - 5x + y</math>, or <math>x(x+2)</math> and justify using</p>

		<p><i>make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is 27 <math>\frac{1}{2}</math> inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p>	<p>properties of real numbers. [Core] <b>A.FO.07.13</b> From applied situations, generate and solve linear equations of the form <math>ax + b = c</math> and <math>ax + b = cx + d</math>, and interpret solutions. [Extended] <b>N.MR.08.07</b> Understand percent increase and percent decrease in both sum and product form, e.g., 3% increase of a quantity <math>x</math> is <math>x + .03x = 1.03x</math>. <b>N.MR.08.08</b> Solve problems involving percent increases and decreases. N.FL.08.09 Solve problems involving compounded interest or multiple discounts.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can identify equivalent expressions.
- I can solve algebraic equations and inequalities with variables on the same side of the expression and on both sides of the expression.
- I can solve algebraic equations and inequalities in factored form.
- I can solve real world problems algebraically involving equations and inequalities.
- I can graph the solution set of an inequality on a number line.
- I can solve multi-step algebraic inequalities.

Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>Nov. – Dec.</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 3 Title: Algebraic Equations and Inequalities</p>	<p><b><u>CCSS.Math.Content.7.EE.B.4</u></b> Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p><b><u>CCSS.Math.Content.7.EE.B.4a</u></b> Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p><b><u>CCSS.Math.Content.7.EE.B.4b</u></b> Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></p>	<p><b><u>A.FO.08.12</u></b> Solve linear inequalities in one and two variables, and graph the solution sets</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can identify direct proportion.
- I can recognize that a constant of proportionality can be a constant rate.
- I can use a graph to interpret direct proportion.
- I can solve real-world direct proportion problems.
- I can identify inverse proportion.
- I can use a graph to interpret inverse proportion.
- I can solve inverse proportion problems.

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>15/Jan.</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 4 Title: Direct and Inverse Proportion</p>	<p><b><u>CCSS.Math.Content.7.RP.A.1</u></b> Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction <math>1/2 / 1/4</math> miles per hour, equivalently 2 miles per hour.</i></p> <p><b><u>CCSS.Math.Content.7.RP.A.2</u></b> Recognize and represent proportional relationships between quantities.</p> <p><b><u>CCSS.Math.Content.7.RP.A.2a</u></b> Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p><b><u>CCSS.Math.Content.7.RP.A.2b</u></b> Identify the constant of proportionality (unit rate) in tables, graphs, equations,</p>	<p><b><u>N.FL.07.03</u></b> Calculate rates of change including speed. [Core]</p> <p><b><u>N.MR.07.04</u></b> Convert ratio quantities between different systems of units, such as feet per second to miles per hour. [Core]</p> <p><b><u>N.FL.07.05</u></b> Solve proportion problems using such methods as unit rate, scaling, finding equivalent fractions, and solving the proportion equation <math>a/b = c/d</math>; know how to see patterns about proportional situations in tables. [Core]</p> <p>Understand and apply directly proportional relationships and relate to linear relationships</p>

		<p>diagrams, and verbal descriptions of proportional relationships.</p> <p><b><u>CCSS.Math.Content.7.RP.A.2c</u></b> Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i></p> <p><b><u>CCSS.Math.Content.7.RP.A.2d</u></b> Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate</p> <p><b><u>CCSS.Math.Content.7.RP.A.3</u></b> Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p>	<p><b><u>A.PA.07.01</u></b> Recognize when information given in a table, graph, or formula suggests a directly proportional or linear relationship. [Core]</p> <p><b><u>A.RP.07.02</u></b> Represent directly proportional and linear relationships using verbal descriptions, tables, graphs, and formulas, and translate among these representations. [Core]</p> <p><b><u>A.PA.07.04</u></b> For directly proportional or linear situations, solve applied problems using graphs and equations, e.g., the heights and volume of a container with uniform cross-section; height of water in a tank being filled at a constant rate; degrees Celsius and degrees Fahrenheit; distance and time under constant speed. [Core]</p> <p><b><u>A.PA.07.05</u></b> Recognize and use directly proportional relationships of the form <math>y = mx</math>, and distinguish from linear relationships of the form <math>y = mx + b</math>, <math>b</math> non-zero; understand that in a directly proportional</p>
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			relationship between two quantities one quantity is a constant multiple of the other quantity. [Core]
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can explain the properties of complementary and supplementary angles.
- I can explain the properties of adjacent angles.
- I can apply the properties of angles at a point.
- I can apply the properties of vertical angles.
- I can identify the types of angles formed by parallel lines and a transversal.
- I can write and solve equations to find unknown angle measures in figures.
- I can apply the properties of interior and exterior angles of a triangle.

Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>14/Jan.–Feb.</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 5 Title: Angles, Properties, and Strait Lines</p>	<p><b><u>CCSS.Math.Content.7.G.A.1</u></b> Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p><b><u>CCSS.Math.Content.7.G.A.2</u></b> Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p> <p><b><u>CCSS.Math.Content.7.G.B.5</u></b> 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.</p>	<p><b><u>G.SR.07.01</u></b> Use a ruler and other tools to draw squares, rectangles, triangles, and parallelograms with specified dimensions. [Extended]</p> <p>Understand the concept of similar polygons, and solve related problems</p> <p><b><u>G.TR.07.03</u></b> Understand that in similar polygons, corresponding angles are congruent and the ratios of corresponding sides are equal; understand the concepts of similar figures and scale factor. [Core]</p> <p><b><u>G.TR.07.04</u></b> Solve problems about similar figures and scale drawings. [Core]</p> <p>Understand the concept of similar polygons, and solve</p>

			<p>related problems</p> <p><b>G.TR.07.05</b> Show that two triangles are similar using the criteria: corresponding angles are congruent (AAA similarity); the ratios of two pairs of corresponding sides are equal and the included angles are congruent (SAS similarity); ratios of all pairs of corresponding sides are equal (SSS similarity); use these criteria to solve problems and to justify arguments. [Core]</p> <p><b>G.TR.07.06</b> Understand and use the fact that when two triangles are similar with scale factor of <math>r</math>, their areas are related by a factor of <math>r^2</math>. [Core]</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can understand the meaning of an angle bisector.
- I can construct an angle bisector.
- I can understand the meaning of a perpendicular bisector.
- I can construct a perpendicular bisector.
- I can construct a triangle with given measures.
- I can determine whether a unique triangle, more than one triangle, or no triangle can be drawn from given side lengths.
- I can construct a rectangle, square, rhombus, or parallelogram.
- I can identify the scale factor in diagrams.
- I can solve problems involving scale drawings of geometric figures.

Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>14/Feb -March</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 6 Title: Geometric Construction</p>	<p><b><u>CCSS.Math.Content.7.G.A.1</u></b> Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p><b><u>CCSS.Math.Content.7.G.A.2</u></b> Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p>	<p><b><u>G.SR.07.01</u></b> Use a ruler and other tools to draw squares, rectangles, triangles, and parallelograms with specified dimensions. [Extended]</p> <p>Understand the concept of similar polygons, and solve related problems</p> <p><b><u>G.TR.07.03</u></b> Understand that in similar polygons, corresponding angles are congruent and the ratios of corresponding sides are equal; understand the concepts of similar figures and scale factor. [Core]</p> <p><b><u>G.TR.07.04</u></b> Solve problems about similar figures and scale drawings. [Core]</p>

			<p>Understand the concept of similar polygons, and solve related problems</p> <p><b>G.TR.07.05</b> Show that two triangles are similar using the criteria: corresponding angles are congruent (AAA similarity); the ratios of two pairs of corresponding sides are equal and the included angles are congruent (SAS similarity); ratios of all pairs of corresponding sides are equal (SSS similarity); use these criteria to solve problems and to justify arguments. [Core]</p> <p><b>G.TR.07.06</b> Understand and use the fact that when two triangles are similar with scale factor of <math>r</math>, their areas are related by a factor of <math>r^2</math>.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can recognize cylinders, cones, and spheres.
- I can identify cross sections of solids.
- I can find the volume and surface areas of cylinders.
- I can solve real world problems involving cylinders.
- I can find the volume of pyramids and cones.
- I can find the surface area of cones.
- I can solve real world problems involving pyramids and cones.
- I can find the volume and surface area of spheres.
- I can solve real world problems involving spheres.
- I can solve real world problems involving composite solids.

Instructional Window #7	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>14/March –April</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 7 Title: Volume and Surface Area of Solids</p>	<p><b><u>CCSS.Math.Content.7.G.A.3</u></b> Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p> <p><b><u>CCSS.Math.Content.7.G.B.4</u></b> 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.</p> <p><b><u>CCSS.Math.Content.7.G.B.6</u></b> Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p>	<p><b><u>G.SR.08.03</u></b> Understand the definition of a circle; know and use the formulas for circumference and area of a circle to solve problems.</p> <p><b><u>G.GS.06.01</u></b> Understand and apply basic properties of lines, angles, and triangles, including:</p> <ul style="list-style-type: none"> <li>– triangle inequality,</li> <li>– relationships of vertical angles, complementary angles, supplementary angles,</li> <li>– congruence of corresponding and alternate interior angles when parallel lines are cut by a transversal,</li> </ul>

			<p>and that such congruencies imply parallel lines,  -- locate interior and exterior angles of any triangle, and use the property that an exterior angle of a triangle is equal to the sum of the remote (opposite) interior angles,  -- know that the sum of the exterior angles of a convex polygon is <math>360^\circ</math>.  [Extended]  Find volume and surface area  <b><u>M.TE.06.03</u></b> Compute the volume and surface area of cubes and rectangular prisms given the lengths of their sides, using formulas.  [Core]</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can understand the concept of measures of variation.
- I can understand and solve problems involving quartiles and interquartile range.
- I can represent data in a stem and leaf plot.
- I can make conclusions and solve word problems involving stem and leaf plots.
- I can draw and interpret box plots.
- I can understand mean absolute deviation.
- I can solve problems involving box plots and mean absolute deviation.
- I can understand the concept of populations and samples.
- I can understand and apply different methods of random sampling.
- I can simulate random sampling
- I can make and use inferences about a population to estimate its mean.
- I can make comparative inferences about two populations.

Instructional Window #8	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>14/April – May</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 8 Title: Statistics</p>	<p><b><u>CCSS.Math.Content.7.SP.A.1</u></b> Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p><b><u>CCSS.Math.Content.7.SP.A.2</u></b> Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled</p>	

		<p>survey data. Gauge how far off the estimate or prediction might be.</p> <p><b><u>CCSS.Math.Content.7.SP.B.3</u></b> Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</p> <p><b><u>CCSS.Math.Content.7.SP.B.4</u></b> Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can understand the concepts of outcomes, events, and sample space and apply them to everyday life.
- I can find probability of events.
- I can use venn diagrams to illustrate events and their relationships.
- I can solve real world problems involving probability.
- I can find relative frequencies, interpret them as probabilities, and use them to make predictions.
- I can compare relative frequencies to theoretical probabilities.
- I can understand and apply uniform and non-uniform probability models and use them to make predictions.
- I can compare experimental probability with theoretical probability.

Instructional Window #9	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>15/May</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 9 Title: Probability</p>	<p><b>CCSS.Math.Content.7.SP.C.5</b> Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p><b>CCSS.Math.Content.7.SP.C.6</b> Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</p> <p><b>CCSS.Math.Content.7.SP.C.7</b> Develop a probability model and use it to find probabilities of events. Compare</p>	<p><b>D.PR.06.01</b> Express probabilities as fractions, decimals, or percentages between 0 and 1; know that 0 probability means an event will not occur and that probability 1 means an event will occur.</p> <p><b>D.PR.06.02</b> Compute probabilities of events from simple experiments with equally likely outcomes, e.g., tossing dice, flipping coins, spinning spinners, by listing all possibilities and finding the fraction that meets given conditions.</p> <p><b>D.PR.08.03</b> Compute relative frequencies from a</p>

		<p>probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p><b><u>CCSS.Math.Content.7.SP.C.7a</u></b> Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</p> <p><b><u>CCSS.Math.Content.7.SP.C.7b</u></b> Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</p> <p><b><u>CCSS.Math.Content.7.SP.C.8</u></b> Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p><b><u>CCSS.Math.Content.7.SP.C.8a</u></b> Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p><b><u>CCSS.Math.Content.7.SP.C.8b</u></b> Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event</p>	<p>table of experimental results for a repeated event. Interpret the results using relationship of probability to relative frequency.</p> <p><b><u>D.PR.08.04</u></b> Apply the Basic Counting Principle to find total number of outcomes possible for independent and dependent events, and calculate the probabilities using organized lists or tree diagrams.</p> <p><b><u>D.PR.08.05</u></b> Find and/or compare the theoretical probability, the experimental probability, and/or the relative frequency of a given event.</p> <p><b><u>D.PR.08.06</u></b> Understand the difference between independent and dependent events, and recognize common misconceptions involving probability, e.g., Alice rolls a 6 on a die three times in a row; she is just as likely to roll a 6 on the fourth roll as she was on any previous roll.</p>
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		<p>the outcomes in the sample space which compose the event.</p> <p><b><u>CCSS.Math.Content.7.SP.C.8c</u></b> Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</p>	
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## SCOPE AND SEQUENCE

Grade Level: 7<sup>th</sup> Grade Subject: Science

### Overarching Goals—by the end each instructional window, students will learn, know and be able to:

1. Gather evidence of local climate change.
2. Analyze and interpret a variety of pictorial, oral, and written evidence of climate change.
3. Analyze and interpret a variety of factors of climate change.
4. Communicate findings in a website forum.
5. Compare and contrast other student-gathered data.
6. Understand human impact on climate.
7. Consider and explore solutions to the carbon problem.

Instructional Window	Instructional Units	NGSS	Common Core State Standards
<p><b>#1</b></p> <p><b>Approximate number of instructional days:</b> Sept. 5<sup>th</sup>- Oct. 4<sup>th</sup>/ Budburst observations and reports monthly from Sept-June</p> <p><b>Approximate number of re-teaching days:</b> 7, if needed</p> <p><b>How the unit will be assessed:</b> Observation, Dialogue, Climate indicators (p.132 MEECS) Environmental Trends and Hypothesis 5-7 (p. 126-128 MEECS)</p>	<p><b>Unit 1: MEECS Global and Local Climate Change and The Budburst Project</b></p>	<p><b>ESS3.D Global Climate Change</b> Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.</p> <p><b>MS-ESS3-5</b> Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. [Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the</p>	<p><b>ELA/Literacy – Literacy.SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>Literacy.SL.7.1a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>Literacy.SL.7.1b</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>Literacy.SL.7.1c</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>

		<p>rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.]</p> <p><b>Analyzing and Interpreting Data</b></p> <ul style="list-style-type: none"> <li>•Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</li> <li>•Analyze and interpret data to determine similarities and differences in findings.</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b></p> <ul style="list-style-type: none"> <li>•Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.</li> <li>•Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.</li> </ul> <p><b>Obtaining, Evaluating, and Communicating Information</b></p> <ul style="list-style-type: none"> <li>•Obtaining, evaluating, and communicating information in 6–8 builds on K–5 and progresses to evaluating the merit and validity of ideas and methods.</li> <li>•Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or now supported by evidence.</li> </ul> <p><b>Scientific Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"> <li>•Science knowledge is based upon logical and conceptual connections between evidence and explanations</li> </ul>	<p><b>Literacy.SL.7.1d</b> Acknowledge new information expressed by others and, when warranted, modifies their own views.</p> <p><b>RST.6–8.1</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RST.6–8.7</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><b>Mathematics -</b></p> <p><b>MP.2</b> Reason abstractly and quantitatively. (MS-ESS3-5)</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Identify organelles and their functions
2. Determine the structure and function of specialized cells
3. Create a model of an organelle/cell
4. Determine how cells function individually and as a whole
5. Contribute to class and partner discussions
6. Come prepared with facts to discuss

Instructional Window #2	Instructional Units	NGSS	Common Core State Standards
<p><b>Approximate number of instructional days:</b> Oct. 7<sup>th</sup>-Nov. 15<sup>th</sup></p> <p><b>Approximate number of re-teaching days:</b> 7, if needed</p> <p><b>How the unit will be assessed:</b> Dialogue, Observation, Pearson Interactive Workbook, Quizzes, Labs, and Chapter tests [Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to</p>	<p><b>Unit 2 Title:</b> <b>Introduction to Cells</b> <b>Chapter 1-Cells and Heredity</b></p>	<p><b>MS-LS1-2.</b> Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. [Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.]</p> <p><b>LS1.A: Structure and Function</b></p> <ul style="list-style-type: none"> <li>•All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (MS-LS1-1)</li> <li>•Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (MS-LS1-2)</li> <li>•In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. (MS-LS1-3)</li> </ul> <p><b>Structure and Function</b></p> <ul style="list-style-type: none"> <li>•Complex and microscopic structures and systems can</li> </ul>	<p><b>ELA/Literacy –</b></p> <p><b>Literacy.SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>Literacy.SL.7.1a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>Literacy.SL.7.1b</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>Literacy.SL.7.1c</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>Literacy.SL.7.1d</b> Acknowledge new information expressed by others and, when warranted, modifies their own views.</p>

<p>their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.]</p>		<p>be visualized, modeled, and used to describe how their function depends on the relationships among its parts; therefore complex natural structures/systems can be analyzed to determine how they function.</p> <p><b>Developing and Using Models</b></p> <ul style="list-style-type: none"> <li>• Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</li> <li>• Develop and use a model to describe phenomena.</li> </ul>	<p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>Literacy.RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>Literacy.RST.6-8.2</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><b>Literacy.RST.6-8.3</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p><b>Mathematics –</b></p> <p><b>CCSS.Math.Practice.MP1</b> Make sense of problems and persevere in solving them.</p> <p><b>6.EE.C.9</b> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Construct a scientific explanation based on evidence for the role of photosynthesis
2. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy
3. Analyze and interpret data to provide evidence for the effects of the availability resources on organisms in an ecosystem
4. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem
5. Explore the cycling of matter through the processes of cellular respiration and photosynthesis
6. Compare and contrast cellular respiration and fermentation

Instructional Window #3	Instructional Units	NGSS	Common Core State Standards
<p><b>Approximate number of instructional days:</b> Nov. 15<sup>th</sup>-Jan. 20<sup>th</sup></p> <p><b>Approximate number of re-teaching days:</b> 7 if necessary</p> <p><b>How the unit will be assessed:</b> How the unit will be assessed: Dialogue, Observation, Pearson Interactive Workbook, Quizzes, Labs, and a Chapter test [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.] [Assessment</p>	<p><b>Unit 3: Cell Processes and Energy</b> <b>Chapter 2-Cells and Heredity</b></p>	<p><b>MS-LS1-6</b> Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.]</p> <p><b>MS-LS1-7</b> Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.]</p> <p><b>MS-LS2-1</b> Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]</p> <p><b>MS-LS2-3.</b>Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. [Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on</p>	<p><b>ELA/Literacy –</b> <b>RST.6-8.7</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). <b>RI.8.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. <b>WHST.6-8.1</b> Write arguments focused on discipline content. <b>WHST.6-8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>WHST.6-8.9</b> Draw evidence from</p>

<p>Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.] [Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.]</p>		<p>defining the boundaries of the system.]</p> <p><b>LS1.C: Organization for Matter and Energy Flow in Organisms</b></p> <ul style="list-style-type: none"> <li>Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use. (MS-LS1-6)</li> <li>Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.</li> </ul> <p><b>LS2.A: Interdependent Relationships in Ecosystems</b></p> <p>Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.</p> <p>In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. Growth of organisms and population increases are limited by access to resources.</p> <p><b>LS2.B: Cycle of Matter and Energy Transfer in Ecosystems</b></p> <p>Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.</p> <p><b>PS3.D: Energy in Chemical Processes and Everyday Life</b></p> <p>The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide</p>	<p>informational texts to support analysis, reflection, and research</p> <p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>Literacy.SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>Literacy.SL.7.1a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>Literacy.SL.7.1b</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>Literacy.SL.7.1c</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>Literacy.SL.7.1d</b> Acknowledge new information expressed by others and, when warranted, modifies their own views.</p>
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		<p>constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.</p> <ul style="list-style-type: none"> <li>•Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.</li> </ul> <p><b>Scientific Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"> <li>•Science knowledge is based upon logical connections between evidence and explanations.</li> <li>•Science disciplines share common rules of obtaining and evaluating empirical evidence.</li> </ul>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Use evidence and scientific reasoning to animal behaviors and plant structures support the continuation of a species.
2. Determine how mutations can have harmful, beneficial, or neutral effects.
3. Develop and use a model to describe why asexual reproduction results in no genetic variation, whereas sexual reproduction results in genetic variation.
4. Develop models to describe how organisms transfer their genetic material to their offspring.
5. Demonstrate variations in chromosomes due to a combination of inherited traits.
6. Develop models to describe organisms have similar cycles of birth, growth, reproduction, and death.
7. Explore the human capacity to influence certain characteristics of organisms by selective breeding.

<p><b>Approximate number of instructional days:</b> Jan. 20<sup>th</sup>-Mar. 3<sup>rd</sup></p> <p><b>Approximate number of re-teaching days:</b> 7, if necessary</p> <p><b>How the unit will be assessed:</b> Dialogue, Observation, Pearson Interactive Workbook, Quizzes, Labs, and a Chapter test [Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.] [Assessment Boundary: Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.]</p>	<p><b>Unit 4: Genetics: The Science of Heredity Chapter 3-Cells and Heredity</b></p>	<p><b>MS-LS1-4.</b> Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. [Clarification Statement: Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds, and creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen and hard shells on nuts that squirrels bury.]</p> <p><b>MS-LS1-5.</b> Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. [Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.]</p> <p><b>MS-LS3-1.</b> Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. [Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.]</p>	<p><b>ELA/Literacy – RST.6-8.7</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><b>RI.8.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><b>WHST.6-8.1</b> Write arguments focused on discipline content.</p> <p><b>WHST.6-8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>WHST.6-8.9</b> Draw evidence from informational texts to support analysis, reflection, and research</p> <p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>Literacy.SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
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		<p>inherited.</p> <p><b>LS3.B: Variation of Traits</b> In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.</p> <p>In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism.</p> <p><b>LS4.B: Natural Selection</b> In <i>artificial</i> selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring.</p> <p><b>Developing and Using Models</b></p> <ul style="list-style-type: none"> <li>• Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</li> <li>• Develop a model to describe phenomena.</li> <li>• Develop a model to describe unobservable mechanisms.</li> </ul> <p><b>Analyzing and Interpreting Data</b></p> <ul style="list-style-type: none"> <li>• Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</li> <li>• Analyze and interpret data to provide evidence for phenomena.</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b></p> <ul style="list-style-type: none"> <li>• Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent</li> </ul>	<p>precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p><b>Mathematics –</b></p> <p><b>CCSS.Math.Practice.MP1</b> Make sense of problems and persevere in solving them.</p> <p><b>6.EE.C.9</b> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p>
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		<p>with scientific knowledge, principles, and theories.</p> <ul style="list-style-type: none"> <li>•Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.</li> </ul> <p><b>Scientific Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"> <li>•Science knowledge is based upon logical connections between evidence and explanations.</li> <li>•Science disciplines share common rules of obtaining and evaluating empirical evidence.</li> </ul> <p><b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b></p> <ul style="list-style-type: none"> <li>•Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.</li> </ul> <p><b>Science Addresses Questions About the Natural and Material World</b></p> <ul style="list-style-type: none"> <li>•Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>•Cause and effect relationships may be used to predict phenomena in natural systems.</li> <li>•Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.</li> </ul> <p><b>Structure and Function</b></p> <ul style="list-style-type: none"> <li>•Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.</li> </ul>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. **Develop models to describe how organisms transfer their genetic material to their offspring.**
2. **Demonstrate variations in chromosomes due to a combination of inherited traits.**
3. **Recognize that reproduction is essential to the existence of organisms.**
4. **Develop models to describe organisms have similar cycles of birth, growth, reproduction, and death.**
5. **Explore the human capacity to influence certain characteristics of organisms by selective breeding.**

Instructional Window #5	Instructional Units	NGSS	Common Core State Standards
<p><b>Approximate number of instructional days:</b> Mar 4<sup>th</sup>- April 3<sup>rd</sup></p> <p><b>Approximate number of re-teaching days:</b> 7, if necessary</p> <p><b>How the unit will be assessed:</b> Dialogue, Observation, Pearson Interactive Workbook, Quizzes, Labs, and a Chapter test</p>	<p><b>Unit 5 : DNA: The Code of Life</b> <b>Chapter 4 -Cells and Heredity</b></p>	<p><b>MS-LS3-2.</b> Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. [Clarification Statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.]</p> <p><b>LS1.B: Growth and Development of Organisms</b></p> <ul style="list-style-type: none"> <li>•Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (secondary)</li> </ul> <p><b>LS3.A: Inheritance of Traits</b></p> <ul style="list-style-type: none"> <li>•Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.</li> </ul> <p><b>LS3.B: Variation of Traits</b></p> <ul style="list-style-type: none"> <li>•In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.</li> </ul> <p><b>Developing and Using Models</b></p> <ul style="list-style-type: none"> <li>•Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to</li> </ul>	<p><b>ELA/Literacy —</b></p> <p><b>Literacy.SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>Literacy.SL.7.1a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>Literacy.SL.7.1b</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>Literacy.SL.7.1c</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on</p>

		<p>describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> <li>• Develop and use a model to describe phenomena.</li> </ul> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> <li>• Science findings are based on recognizing patterns.</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>• Patterns of change can be used to make predictions.</li> <li>• Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.</li> </ul> <p><b>LS4.B: Natural Selection</b> In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring.</p> <p><b>Science Addresses Questions About the Natural and Material World</b></p> <ul style="list-style-type: none"> <li>• Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes</li> </ul> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"> <li>• Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.</li> <li>• Cause and effect relationships may be used to predict phenomena in natural systems.</li> </ul> <p><b>Evaluating, and Communicating Information</b></p> <ul style="list-style-type: none"> <li>• Obtaining, evaluating, and communicating information in 6–8 builds on K–5 experiences and progresses to evaluating the merit and validity of ideas and methods.</li> <li>• Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods</li> </ul>	<p>topic as needed.</p> <p><b>Literacy.SL.7.1d</b> Acknowledge new information expressed by others and, when warranted, modifies their own views.</p> <p><b>WHST.6-8.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (MS-LS4-5)</p> <p><b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (MS-LS4-5)</p> <p><b>Mathematics</b></p> <p><b>MP.4</b> Model with mathematics. (MS-LS3-2)</p> <p><b>6.SP.B.5</b> Summarize numerical data sets in relation to their context. (MS-LS3-2)</p>
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		used, and describe how they are supported or not supported by evidence	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- 1. Develop a model to describe the cycling of matter and flow of energy among biotic and abiotic parts of an ecosystem.**
- 2. Construct an explanation that predicts patterns of interactions of organisms in an ecosystem.**
- 3. Use evidence to support an argument for how animal behavior affects the probability of successful reproduction.**

Instructional Window #6	Instructional Units	NGS	Common Core State Standards
<p><b>Approximate number of instructional days:</b> April 14<sup>th</sup> -May 9<sup>th</sup></p> <p><b>Approximate number of re-teaching days:</b> 4 if necessary</p> <p><b>How the unit will be assessed:</b> Dialogue, Observation, Pearson Interactive Workbook, Quizzes, Labs, and a Chapter test [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.]</p>	<p><b>Unit 6 Title: The Diversity of Life (Chap 3(section 3 only),6,7)</b></p>	<p><b>MS-LS2-2.</b> Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]</p> <p><b>MS-LS1-4.</b> Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. [Clarification Statement: Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds, and creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen and hard shells on nuts that squirrels bury.]</p> <p><b>MS-LS1-5.</b> Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. [Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in</p>	<p><b>ELA/Literacy —</b></p> <p><b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts. (MS-LS1-5)</p> <p><b>RST.6-8.2</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (MS-LS1-5)</p> <p><b>WHST.6-8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-LS1-5)</p> <p><b>WHST.6-8.9</b> Draw evidence from informational texts to support analysis, reflection, and research. (MS-LS1-5)</p> <p><b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts</p> <p><b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts. (MS-LS1-4)</p> <p><b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (MS-LS1-4)</p> <p><b>WHST.6-8.1</b> Write arguments focused on discipline content. (MS-LS1-4)</p> <p><b>Mathematics —</b></p>

		<p>different conditions, and fish growing larger in large ponds than they do in small ponds.] [Assessment Boundary: Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.]</p> <p><b>LS2.A: Interdependent Relationships in Ecosystems</b></p> <ul style="list-style-type: none"> <li>•Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (MS-LS2-2)</li> </ul> <p><b>LS1.B: Growth and Development of Organisms</b></p> <ul style="list-style-type: none"> <li>•Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (Secondary to MS-LS3-2) LS1.B: Growth and Development of Organisms)</li> <li>•Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction. (MS-LS1-4)</li> <li>•Genetic factors as well as local conditions affect the growth of the adult plant. (MS-LS1-5)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b></p> <ul style="list-style-type: none"> <li>•Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</li> <li>•Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (MS-LS1-5)</li> </ul> <p><b>Engaging in Argument from Evidence</b></p>	<p><b>6.SP.A.2</b> Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. (MS-LS1-4)</p> <p><b>6.SP.B.4</b> Summarize numerical data sets in relation to their context. (MS-LS1-4)</p> <p><b>6.EE.C.9</b> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (MS-LS1-6), (MS-LS2-3)</p> <p><b>6.SP.A.2</b> Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. (MS-LS1-5)</p> <p><b>6.SP.B.4</b> Summarize numerical data sets in relation to their context. (MS-LS1-5)</p>
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		<ul style="list-style-type: none"> <li>•Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).</li> <li>•Use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (MS-LS1-4)</li> </ul> <p><b>Obtaining, Evaluating, and Communicating Information</b></p> <ul style="list-style-type: none"> <li>•Obtaining, evaluating, and communicating information in 6–8 builds on K–5 experiences and progresses to evaluating the merit and validity of ideas and methods. Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (MS-LS4-5)</li> <li>•Construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena. (MS-LS2-2)</li> </ul> <p><b>Developing and Using Models</b></p> <ul style="list-style-type: none"> <li>•Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</li> <li>•Develop a model to describe phenomena.</li> </ul> <p><b>Energy and Matter</b></p> <ul style="list-style-type: none"> <li>•The transfer of energy can be tracked as energy flows through a natural system.</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>•Patterns can be used to identify cause and effect relationships. (MS-LS2-2)</li> </ul> <p><b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b></p> <ul style="list-style-type: none"> <li>•Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.</li> </ul> <p><b>Science Addresses Questions About the Natural and</b></p>	
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		<p><b>Material World</b></p> <ul style="list-style-type: none"> <li>•Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (MS-LS4-5)</li> </ul> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"> <li>•Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (MS-LS4-5)</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>•Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (MS-LS1-4),(MS-LS1-5),(MS-LS4-5)</li> </ul>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. **Construct a scientific explanation for the role of photosynthesis in the ecosystem that is supported with evidence.**
2. **Use models to explain the cycle of energy and matter into and out of an ecosystem.**
3. **Construct and communicate models of food webs that demonstrate the transfer of energy and matter within the ecosystem.**

Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p><b>Approximate number of instructional days:</b> May 12<sup>th</sup>-May 29<sup>th</sup></p> <p><b>Approximate number of re-teaching days:</b> 4 if necessary</p> <p><b>How the unit will be assessed:</b> Dialogue, Observation, Pearson Interactive Workbook, Quizzes, Labs, and a Chapter test [Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]</p>	<p><b>Unit 7 Title: Ecology and the Environment: Chapter 2 (sections 1-2 only)</b></p>	<p><b>MS-LS2-3.</b> Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. [Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.]</p> <p><b>MS-LS1-6.</b> Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.]</p> <p><b>LS2.B: Cycle of Matter and Energy Transfer in Ecosystems</b> •Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.</p> <p><b>PS3.D: Energy in Chemical Processes and Everyday Life</b> The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic</p>	<p><b>ELA/Literacy -</b> <b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts. (MS-LS1-6) <b>RST.6-8.2</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (MS-LS1-6) <b>WHST.6-8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-LS1-6) <b>WHST.6-8.9</b> Draw evidence from informational texts to support analysis, reflection, and research. (MS-LS1-6)</p> <p><b>Mathematics -</b> <b>6.EE.C.9</b> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the</p>

		<p>molecules and release oxygen. (secondary to MS-LS1-6)</p> <p><b>LS1.C: Organization for Matter and Energy Flow in Organisms</b></p> <p>Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.</p> <p><b>Energy and Matter</b></p> <p>Within a natural system, the transfer of energy drives the motion and/or cycling of matter.</p> <p><b>Constructing Explanations and Designing Solutions</b></p> <ul style="list-style-type: none"> <li>•Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.</li> <li>•Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.</li> </ul> <p><b>Connections to Nature of Science</b></p> <ul style="list-style-type: none"> <li>•Scientific Knowledge is Based on Empirical Evidence</li> </ul> <p>Science knowledge is based upon logical connections between evidence and explanations.</p>	<p>dependent variable, in terms of the other quantity, thought of as the independent variable.</p> <p>Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (MS-LS1-6)</p>
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## SCOPE AND SEQUENCE

Grade Level:   7th        Subject:   Social Studies  

- Overarching Goals—by the end each instructional window, students will learn, know and be able to:**
1. Understand what factors led to the rise and fall of early empires.
  2. Understand the difference between primary and secondary sources.
  3. Be able to use evidence to make claims and debate various topics.
  4. Distinguish among fact, opinion, and reasoned judgment.
  5. Find similarities and differences between early empires and modern America.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: Sept.-Oct.</p> <p>Approximate number of re-teaching days: 25</p> <p>How the unit will be assessed: Evidence Based Writing, Classroom Discussions, Project.</p>	<p>Unit 1 Title: Early Empires</p>	<p><b>CCSS.ELA-Literacy.RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.3</b> related to history/social studies. <span style="float: right;">process</span></p> <p><b>CCSS.ELA-Literacy.RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>7-HI.2.1, 7-HI.2.2, 7-HI.2.3, 7-HI.2.4, 7-HI.2.2, 7-HI.2.6, 7-HI.4.1, 7-HI.4.3, 7-WI.1.1, 7-WI.1.2, 7-WI.2.2, 7-WI.2.3, 7-W2.1.2, 7-W2.1.3, 7-W2.1.4, 7-W2.1.5, 7-W3.1.1, 7-W3.1.3, 7-W3.1.6</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- 1. Understand the rich history of Europe.**
- 2. Use primary source documents to determine how historical events unfolded.**
- 3. Understand the geography, topography, and climate of Europe.**
- 4. Know recent European history and realize how war shaped the continent.**
- 5. Understand the impacts of the European Union on Europe as a whole and on individual countries.**

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: Oct.-Nov.</p> <p>Approximate number of re-teaching days: <b>28</b></p> <p>How the unit will be assessed: Unit test, Geography quiz, Evidence based writing project.</p>	<p>Unit 2 Title: Europe in Modern Times</p>	<p><b>SS.ELA-Literacy.RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.3</b> related to history/social studies.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><b>CCSS.ELA-Literacy.RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p>	<p>7-G2.1.1, 7-G2.1.2, 7-G2.2.1, 7-G2.2.3, 7-G4.1.2, 7-G4.3.1,7-G4.3.2, 7-G4.4.1,7.G4.4.2,7-G6.1.2, WHG Era 2</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand the long and ancient history of Africa.
2. Know the story of famous cities and kingdoms of West Africa.
3. Understand the geography, topography, and climate of Africa.
4. Recognize the literature of Southern and Eastern Africa.
5. Realize the effects of colonialism on modern Africa.
6. Understand the importance of ancient Egyptian culture in shaping Africa's history.

Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: Dec.-Jan.</p> <p>Approximate number of re-teaching days:20</p> <p>How the unit will be assessed: Unit 3 test, Geography quiz, Fishbowl discussions, Oral presentation</p>	<p>Unit 3 Title: Africa</p>	<p><b>CCSS.ELA-Literacy.RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.10</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p><b>CCSS.ELA-Literacy.SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CCSS.ELA-Literacy.SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>WHG Era 1, WHG Era 3, 7-CI.1.1, 7-C3.6.1, C4.3, 7-C4.3.1, 7-C4.3.3, 7.EI.1.2, 7-E3.1.1, 7-E3.1.4</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand the rich religious history of the region.
2. Understand the various reasons for turmoil in the region.
3. Be able to use evidence based claims to solidify arguments.
4. Distinguish among fact, opinion, and reasoned judgment.
5. Understand the importance of oil and natural resources in shaping the region today.
6. Realize the importance of the region in shaping U.S. and Chinese foreign policy.
7. Understand the climate, geography, and topography of the Middle East.

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: Jan.-Mar.</p> <p>Approximate number of re-teaching days:32</p> <p>How the unit will be assessed: Unit Test, Geography quiz, Current events quiz, Fishbowl discussions, Oral presentation</p>	<p>Unit 4 Title: The Middle East</p>	<p><b>CCSS.ELA-Literacy.SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>CCSS.ELA-Literacy.SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>CCSS.ELA-Literacy.SL.8.3</b> Evaluate a speaker's argument, specific claims, and relevant evidence, assessing the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>7-E2.3.1, 7-E3.1.1, 7-E3.1.2, 7-E3.1.3, 7-E3.1.4, 7-E3.3.1,</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand the unique economy of the Pacific Islands and Australia.
2. Understand Aboriginal history and the impact of the British on the region today.
3. Develop an understanding of how trade has affected the region's history.
4. Distinguish among fact, opinion, and reasoned judgment.
5. Realize how cultural diffusion has led to changes in the region.
6. Understand the climate, geography, and topography of Australia and the Pacific.

Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: Mar.-April</p> <p>Approximate number of re-teaching days:22</p> <p>How the unit will be assessed: Fishbowl discussions, Current events quizzes, classroom participation, project.</p>	<p>Unit 5 Title: Australia and the South Pacific</p>	<p><b>CCSS.ELA-Literacy.SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CCSS.ELA-Literacy.SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>CCSS.ELA-Literacy.SL.8.3</b> Evaluate a speaker's argument and specific claims, assessing whether the reasoning and evidence are sound and relevant, the claims are justified, and the conclusions are supported by the reasoning and evidence.</p>	<p>7-HI.2.1, 7-HI.2.2, 7-HI.2.3, 7-7-HI.2.2, 7-HI.2.6, 7-HI.4.1, 7-HI.4.3, 7- -WI.1.2, 7-WI.2.2, , 7-W2.1.2, 7-W2.1.3, 7-W2.1.4, 7-W2.1.5, 7-W3.1.1, 7-W3.1.3, 7-W3.1.6</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand the unique relationship between Russian and Asian cultures.
2. Engage effectively in a range of collaborative discussions.
3. Develop an understanding of how trade has affected the region’s history (The Silk Road).
4. Distinguish among fact, opinion, and reasoned judgment.
5. Understand Confucianism and Imperial law and its importance in Chinese society.
6. Understand the climate, geography, and topography of Russia and Asia.
7. Develop and understand of why the Russian Revolution occurred and how it shaped the region.
8. Understand the impact of the Soviet industrial legacy.

Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: April-June</p> <p>Approximate number of re-teaching days:35</p> <p>How the unit will be assessed: Unit test, comprehensive project, debate project, geography quiz, participation</p>	<p>Unit 6 Title: Asia and Russia</p>	<p><b>CCSS.ELA-Literacy.SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, buildin</p> <p><b>CCSS.ELA-Literacy.RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><b>CCSS.ELA-Literacy.RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>7-P4.2.1 , 7-P4.2.2, 7-P4.2.3, 7-C4.3.3, 7.El.1.2, 7- E3.1.1 , 7-E3.1.4, 7-G2.1.1, 7-G2.1.2, 7-G2.2.1 , 7-G2.2.3</p>

## SCOPE AND SEQUENCE

Grade Level: 8th      Subject: ELA

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand evidence based writing
2. Produce strong evidence based writing.
3. Answer questions raised by primary sources.
4. Identify main events in a story.
5. Ask questions to get information.
6. Retell details of a story in sequence.
7. Begin to understand why events occurred in a story or historical event.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: Sept.-Oct.</p> <p>Approximate assessment dates: <b>1</b></p> <p>How the unit will be assessed: <b>Evidence based writing, dialogue, and class</b></p>	<p>Unit 1 Title: <b>Roots of a Nation</b></p>	<p><a href="#">CCSS.ELA-Literacy.RL.8.1</a> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">CCSS.ELA-Literacy.RL.8.2</a> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><a href="#">CCSS.ELA-Literacy.RL.8.6</a> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><a href="#">CCSS.ELA-Literacy.RL.8.9</a> Analyze how a modern work of fiction draws on themes, patterns of events, or</p>	

<p><b>participation.</b></p>		<p>character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p><a href="#">CCSS.ELA-Literacy.RI.8.1</a> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">CCSS.ELA-Literacy.RI.8.2</a> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text</p> <p><a href="#">CCSS.ELA-Literacy.W.8.3</a> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><a href="#">CCSS.ELA-Literacy.W.8.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><a href="#">CCSS.ELA-Literacy.W.8.5</a> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)</p> <p><a href="#">CCSS.ELA-Literacy.SL.8.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade</p>	
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		<p>expressing their own clearly.</p> <p><a href="#">CCSS.ELA-Literacy.SL.8.6</a> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 <a href="#">here</a> for specific expectations.</p> <p><a href="#">CCSS.ELA-Literacy.L.8.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><a href="#">CCSS.ELA-Literacy.L.8.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
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1. Students will understand character and plot.
2. Students will be able to develop visual images based on fictional writing.
3. Focus evidence based writing on the impact of setting.
4. Determine the central idea of a text.
5. Determine the author's point of view.
6. Adapt speech to a variety of contexts.
7. Work to decode and understand unknown words through text evidence.

8.

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>Oct.-Dec.</b></p> <p>Approximate assessment dates: <b>12/4,5</b></p> <p>How the unit will be assessed: <b>Journal practice and original works (poetry and fiction).</b></p>	<p>Unit 2 Title: <b>Urban Life</b></p>	<p><a href="#">CCSS.ELA-Literacy.L.8.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><a href="#">CCSS.ELA-Literacy.L.8.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><a href="#">CCSS.ELA-Literacy.L.8.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><a href="#">CCSS.ELA-Literacy.RI.8.1</a> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">CCSS.ELA-Literacy.RI.8.2</a> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. ■</p> <p><a href="#">CCSS.ELA-Literacy.RI.8.6</a> of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><a href="#">CCSS.ELA-Literacy.W.8.7</a> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that</p>	

		<p>allow for multiple avenues of exploration.</p> <p><a href="#">CCSS.ELA-Literacy.W.8.8</a> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><a href="#">CCSS.ELA-Literacy.W.8.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><a href="#">CCSS.ELA-Literacy.SL.8.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><a href="#">CCSS.ELA-Literacy.SL.8.6</a> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><a href="#">CCSS.ELA-Literacy.L.8.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><a href="#">CCSS.ELA-Literacy.L.8.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><a href="#">CCSS.ELA-Literacy.L.8.4</a> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><a href="#">CCSS.ELA-Literacy.L.8.6</a> Acquire and use accurately grade-appropriate general academic and domain-</p>	
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		specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Using verbs in the active and passive voice.
2. Understanding proper punctuation and writing conventions.
3. Knowing how to write informative texts.
4. Determining the meaning of words as they are used in a text.
5. Learning how to compare and contrast different textual styles.
6. Understanding how to analyze the impact of setting on text.

Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>Dec.-Feb.</b></p> <p>Assessment Dates: <b>3</b></p> <p>How the unit will be assessed: <b>Observation, class participation, writing journals, and book report.</b></p>	<p>Unit 3 Title: <b>Rural America</b></p>	<p><a href="#">CCSS.ELA-Literacy.L.8.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><a href="#">CCSS.ELA-Literacy.L.8.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><a href="#">CCSS.ELA-Literacy.RI.8.1</a> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">CCSS.ELA-Literacy.RI.8.2</a> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><a href="#">CCSS.ELA-Literacy.RI.8.3</a> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><a href="#">CCSS.ELA-Literacy.RI.8.9</a> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><a href="#">CCSS.ELA-Literacy.W.8.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts,</p>	

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Determine the theme or central idea of a text.
2. Understand editorial writing and be able to editorialize.
3. Determine how different types of writing are meant to convey different ideas.
4. Understand the basic steps of writing and revision.
5. Use new and inventive words in speaking and writing.
6. Understand the concepts of writing.

		and information through the selection, organization, and analysis of relevant content.  <a href="#">CCSS.ELA-Literacy.W.8.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
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Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>Feb.-March</b></p> <p>Assessment Dates: <b>2</b></p> <p>How the unit will be assessed: <b>Art review writing, editorial, Evidence based writing focused on the motivational and creative process.</b></p>	<p>Unit 4 Title: <b>Artists/Authors</b></p>	<p><a href="#">CCSS.ELA-Literacy.RL.8.1</a> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">CCSS.ELA-Literacy.RL.8.2</a> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><a href="#">CCSS.ELA-Literacy.RL.8.5</a> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><a href="#">CCSS.ELA-Literacy.W.8.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><a href="#">CCSS.ELA-Literacy.W.8.5</a> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Analyze dialogue and scenes from plays, speeches, and poetry.
2. Read and recite poetry to gain meaning and understanding.
3. Use evidence based writing to trace the development of central ideas.
4. Provide an objective summary of text and dialogue.
5. Justify a viewpoint in light of evidence presented.

Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>April-May</b></p> <p>Approximate number of re-teaching days: <b>18</b></p> <p>How the unit will be assessed: <b>Student poetry performance, writing journal assessment, and student participation.</b></p>	<p>Unit 5 Title: <b>Drama and Speaking</b></p>	<p><a href="#">CCSS.ELA-Literacy.W.8.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><a href="#">CCSS.ELA-Literacy.W.8.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><a href="#">CCSS.ELA-Literacy.SL.8.4</a> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><a href="#">CCSS.ELA-Literacy.SL.8.5</a> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><a href="#">CCSS.ELA-Literacy.SL.8.6</a> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><a href="#">CCSS.ELA-Literacy.L.8.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><a href="#">CCSS.ELA-Literacy.L.8.4</a> Determine or clarify the meaning of unknown and multiple-meaning words or</p>	

		phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand how point of view affects humor and suspense.
2. Realize how authors convey meaning through figurative language.
3. Integrate multimedia and visual displays into presentations.
4. Understand the tension between conformity and individualism.
5. Write convincing arguments to support claims which may be unpopular.

Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>May-June</b></p> <p>Approximate number of re-teaching days: <b>20</b></p> <p>How the unit will be assessed: <b>Individualism project, writing journals, creative writing original work</b></p>	<p>Unit 6 Title: <b>Conformity vs. Individuality</b></p>	<p><a href="#">CCSS.ELA-Literacy.RL.8.6</a> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><a href="#">CCSS.ELA-Literacy.RI.8.8</a> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><a href="#">CCSS.ELA-Literacy.RI.8.9</a> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><a href="#">CCSS.ELA-Literacy.W.8.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><a href="#">CCSS.ELA-Literacy.W.8.5</a> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8)</p>	

		<p><a href="#">here.</a>)</p> <p><a href="#">CCSS.ELA-Literacy.W.8.6</a> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</p> <p><a href="#">CCSS.ELA-Literacy.W.8.5</a> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 <a href="#">here.</a>)</p> <p><a href="#">CCSS.ELA-Literacy.W.8.6</a> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</p> <p><a href="#">CCSS.ELA-Literacy.L.8.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><a href="#">CCSS.ELA-Literacy.L.8.4</a> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p>	
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## SCOPE AND SEQUENCE

Grade Level: 8

Subject: Mathematics

### **Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### **Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can understand and use exponential notation.
- I can use exponents to write the prime factorization of a number.
- I can understand the product of powers property.
- I can understand the quotient of powers property.
- I can multiply and divide expressions in exponential notation.
- I can understand raising a power to a power.
- I can understand the power of a product property.
- I can understand the power of a quotient property.
- I can use properties of exponents to simplify expressions.
- I can understand zero and negative exponents.
- I can simplify expressions involving zero exponents.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>20/Sept.</b></p> <p>Approximate number of re-teaching days: <b>4</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 1 Title: Exponents</p>	<p><u><a href="#">CCSS.Math.Content.8.NS.A.1</a></u> Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p> <p><u><a href="#">CCSS.Math.Content.8.NS.A.2</a></u> 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 <math>\sqrt{2}</math>. <i>For example, by truncating the decimal expansion of <math>\sqrt{2}</math>, show that <math>\sqrt{2}</math> is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i></p> <p><u><a href="#">CCSS.Math.Content.8.EE.A.1</a></u> Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, <math>3^2 \times 3^5 = 3^3 = 1/3^3 = 1/27</math>.</p> <p><u><a href="#">CCSS.Math.Content.8.EE.A.2</a></u> Use square root and cube root symbols to represent solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where <math>p</math> is a positive rational number. Evaluate square roots of small perfect squares irrational.</p>	<p><u><a href="#">N.MR.07.06</a></u> Understand the concept of square root and cube root, and estimate using calculators. [Extended]</p> <p><u><a href="#">N.ME.08.01</a></u> Understand the meaning of a square root of a number and its connection to the square whose area is the number; understand the meaning of a cube root and its connection to the volume of a cube.</p> <p><u><a href="#">N.ME.08.02</a></u> Understand meanings for zero and negative integer exponents.</p> <p><u><a href="#">N.ME.08.03</a></u> Understand that in decimal form, rational numbers either terminate or eventually repeat, and that calculators truncate or round repeating decimals; locate rational numbers on the number line; know fraction forms of common repeating decimals, e.g., <math>0.1(\text{repeating}) = 1/9</math>; <math>0.3(\text{repeating}) = 1/3</math>.</p> <p><u><a href="#">N.ME.08.04</a></u> Understand that irrational numbers are</p>

			<p>those that cannot be expressed as the quotient of two integers, and cannot be represented by terminating or repeating decimals; approximate the position of familiar irrational numbers, e.g., <math>\sqrt{2}</math>, <math>\sqrt{3}</math>, <math>\pi</math>, on the number line.</p> <p><b><u>N.FL.08.05</u></b> Estimate and solve problems with square roots and cube roots using calculators.</p> <p><b><u>N.FL.08.06</u></b> Find square roots of perfect squares and approximate the square roots of non-perfect squares by locating between consecutive integers, e.g., <math>\sqrt{130}</math> is between 11 and 12.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can understand the need for scientific notation.
- I can write numbers in scientific notation or in standard form.
- I can compare numbers in scientific notation.
- I can add and subtract numbers in scientific notation.
- I can multiply and divide numbers in scientific notation.
- I can solve real world problems involving the calculation of numbers in different forms.

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>10/Oct.</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 2 Title: Scientific Notation</p>	<p><u><a href="#">CCSS.Math.Content.8.EE.A.1</a></u> Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, <math>3^2 \times 3^5 = 3^3 = 1/3^3 = 1/27</math>.</p> <p><u><a href="#">CCSS.Math.Content.8.EE.A.3</a></u> Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as 3 times <math>10^8</math> and the population of the world as 7 times <math>10^9</math>, and determine that the world population is more than 20 times larger.</i></p> <p><u><a href="#">CCSS.Math.Content.8.EE.A.4</a></u> Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology</p>	<p><u><a href="#">N.MR.08.07</a></u> Understand percent increase and percent decrease in both sum and product form, e.g., 3% increase of a quantity <math>x</math> is <math>x + .03x = 1.03x</math>.</p> <p><u><a href="#">N.MR.08.08</a></u> Solve problems involving percent increases and decreases. <u><a href="#">N.FL.08.09</a></u> Solve problems involving compounded interest or multiple discounts.</p> <p><u><a href="#">N.MR.08.10</a></u> Calculate weighted averages such as course grades, consumer price indices, and sports ratings.</p> <p><u><a href="#">N.FL.08.11</a></u> Solve problems: Solve problems</p>

			<p>involving ratio units, such as miles per hour, dollars per pound, or persons per square mile.</p> <p><b><u>N.ME.06.16</u></b> Understand and use integer exponents, excluding powers of negative bases; express numbers in scientific notation.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can solve linear equations with one variable.
- I can solve real-world problems involving linear equations with one variable.
- I can understand and identify equations with no solutions, one solution, and infinitely many solutions.
- I can represent a relationship between two variables using a linear equation.
- I can represent a linear relationship using a table of values.
- I can solve for a variable in a two variable linear equation.

Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>17/Oct. -Nov.</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 3 Title: Algebraic Linear Equations</p>	<p><u><a href="#">CCSS.Math.Content.8.EE.C.7</a></u> Solve linear equations in one variable.</p> <p><u><a href="#">CCSS.Math.Content.8.EE.C.7a</a></u> 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 <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</p> <p><u><a href="#">CCSS.Math.Content.8.EE.C.7b</a></u> Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>	<p><u><a href="#">A.FO.08.10</a></u> Understand that to solve the equation <math>f(x) = g(x)</math> means to find all values of <math>x</math> for which the equation is true, e.g., determine whether a given value, or values from a given set, is a solution of an equation (0 is a solution of <math>3x^2 + 2 = 4x + 2</math>, but 1 is not a solution).</p> <p><u><a href="#">A.FO.08.11</a></u> Solve simultaneous linear equations in two variables by graphing, by substitution, and by linear combination; estimate solutions using graphs; include examples with no solutions and infinitely many solutions.</p> <p><u><a href="#">A.FO.08.13</a></u> Set up and solve applied problems</p>

			involving simultaneous linear equations and linear inequalities.
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can find slopes of lines.
- I can write an equation of a line in slope-intercept form.
- I can write an equation of a line parallel to another line.
- I can sketch a linear graph.
- I can explain slope and y-intercept in the context of real world problems.

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>15/Nov.-Dec.</b></p> <p>Approximate number of re-teaching days: <b>4</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 4 Title: Lines and Linear Equations</p>	<p><u><a href="#">CCSS.Math.Content.8.EE.B.5</a></u> Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</p> <p><u><a href="#">CCSS.Math.Content.8.EE.B.6</a></u> Use similar triangles to explain why the slope <math>m</math> is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation <math>y = mx</math> for a line through the origin and the equation <math>y = mx + b</math> for a line intercepting the vertical axis at <math>b</math>.</p>	<p><u><a href="#">N.MR.07.04</a></u> Convert ratio quantities between different systems of units, such as feet per second to miles per hour. Understand and apply directly proportional relationships and relate to linear relationships</p> <p><u><a href="#">A.PA.07.01</a></u> Recognize when information given in a table, graph, or formula suggests a directly proportional or linear relationship.</p> <p><u><a href="#">A.RP.07.02</a></u> Represent directly proportional and linear relationships using verbal descriptions, tables, graphs, and formulas, and translate among these representations.</p>

			<p><b>A.PA.07.03</b> Given a directly proportional or other linear situation, graph and interpret the slope and intercept(s) in terms of the original situation; evaluate <math>y = mx + b</math> for specific <math>x</math> values, e.g., weight vs. volume of water, base cost plus cost per unit.</p> <p><b>A.PA.07.05</b> Recognize and use directly proportional relationships of the form <math>y = mx</math>, and distinguish from linear relationships of the form <math>y = mx + b</math>, <math>b</math> non-zero; understand that in a directly proportional relationship between two quantities one quantity is a constant multiple of the other quantity</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can understand systems of linear equations.
- I can solve systems of linear equations using the elimination method and the substitution method.
- I can solve real world problems leading to systems of linear equations.
- I can solve systems of linear equations using the graphical method.
- I can understand and identify both inconsistent and dependent systems of linear equations.

Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>15/Jan.</b></p> <p>Approximate number of re-teaching days: <b>3/</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 5 Title: Systems of Linear Equations</p>	<p><a href="#">CCSS.Math.Content.8.EE.C.8</a> Analyze and solve pairs of simultaneous linear equations.</p> <p><a href="#">CCSS.Math.Content.8.EE.C.8a</a> Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <p><a href="#">CCSS.Math.Content.8.EE.C.8b</a> Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, <math>3x + 2y = 5</math> and <math>3x + 2y = 6</math> have no solution because <math>3x + 2y</math> cannot simultaneously be 5 and 6.</i></p> <p><a href="#">CCSS.Math.Content.8.EE.C.8c</a> Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i></p>	<p><a href="#">A.FO.08.10</a> Understand that to solve the equation <math>f(x) = g(x)</math> means to find all values of <math>x</math> for which the equation is true, e.g., determine whether a given value, or values from a given set, is a solution of an equation (0 is a solution of <math>3x^2 + 2 = 4x + 2</math>, but 1 is not a solution).</p> <p><a href="#">A.FO.08.11</a> Solve simultaneous linear equations in two variables by graphing, by substitution, and by linear combination; estimate solutions using graphs; include examples with no solutions and infinitely many solutions.</p>

			<b>A.FO.08.13</b> Set up and solve applied problems involving simultaneous linear equations and linear inequalities.
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can understand relations.
- I can identify functions.
- I can represent a function in different forms.
- I can identify linear functions.
- I can identify nonlinear functions from graphs.
- I can describe and sketch functions to show their qualitative features.
- I can compare linear functions represented in the same and different forms.

Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: 20/<b>Jan. -Feb.</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 6 Title: Functions</p>	<p><u><a href="#">CCSS.Math.Content.8.F.A.1</a></u> Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.<sup>1</sup></p> <p><u><a href="#">CCSS.Math.Content.8.F.A.2</a></u> Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i></p> <p><u><a href="#">CCSS.Math.Content.8.F.A.3</a></u> Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function <math>A = s^2</math> 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.</i></p> <p><u><a href="#">CCSS.Math.Content.8.F.B.4</a></u> Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or</p>	<p><b><u>A.RP.08.01</u></b> Identify and represent linear functions, quadratic functions, and other simple functions including inversely proportional relationships (<math>y = k/x</math>); cubics (<math>y = ax^3</math>); roots (<math>y = \sqrt{x}</math>); and exponentials (<math>y = ax^k, a &gt; 0</math>); using tables, graphs, and equations.</p> <p><b><u>A.PA.08.02</u></b> For basic functions, e.g., simple quadratics, direct and indirect variation, and population growth, describe how changes in one variable affect the others.</p> <p><b><u>A.PA.08.03</u></b> Recognize basic functions in problem context, e.g., area of a circle is <math>\pi r^2</math></p>

		<p>from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p> <p><u>CCSS.Math.Content.8.F.B.5</u> Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p>	<p>, volume of a sphere is <math>(4/3) \pi r^3</math>, and represent them using tables, graphs, and formulas.</p> <p><b><u>A.RP.08.04</u></b> Use the vertical line test to determine if a graph represents a function in one variable</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can use the Pythagorean Theorem to find unknown side lengths.
- I can use the converse of the Pythagorean Theorem.
- I can solve real world problems involving the Pythagorean Theorem.
- I can use the Pythagorean Theorem to find the distance between two points in a coordinate system.
- I can understand the distance formula.
- I can use the Pythagorean Theorem to solve problems involving solids.
- I can use the Pythagorean Theorem to find volumes of composite solids.

Instructional Window #7	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>10/March</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 7 Title: The Pythagorean Theorem</p>	<p><a href="#">CCSS.Math.Content.8.G.B.6</a> Explain a proof of the Pythagorean Theorem and its converse.</p> <p><a href="#">CCSS.Math.Content.8.G.B.7</a> Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p><a href="#">CCSS.Math.Content.8.G.B.8</a> Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p> <p><a href="#">CCSS.Math.Content.8.G.C.9</a> Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p>	<p><b>G.SR.08.06</b> Understand concepts of volume and surface area, and apply formulas: Know the volume formulas for generalized cylinders ((area of base) x height), generalized cones and pyramids (1/3 (area of base) x height), and spheres ((4/3) π x (radius) 3 ) and apply them to solve problems.</p> <p><b>G.SR.08.07</b> Understand the concept of surface area, and find the surface area of prisms, cones, spheres, pyramids, and cylinders.</p> <p><b>G.GS.08.01</b> Understand at least one proof of the Pythagorean Theorem; use the Pythagorean Theorem</p>

			<p>and its converse to solve applied problems including perimeter, area, and volume problems.</p> <p>G.LO.08.02 Find the distance between two points on the coordinate plane using the distance formula; recognize that the distance formula is an application of the Pythagorean Theorem</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can understand the concept of a translation.
- I can draw images after translations.
- I can find the coordinates of points after translations.
- I can understand the concept of a reflection.
- I can draw images after reflections.
- I can find the coordinates of points after reflections.
- I can understand the concept of a rotation.
- I can draw images after rotations.
- I can find the coordinates of points after their rotations.
- I can understand the concept of a dilation.
- I can find the dimensions of figures after dilations.
- I can draw images after dilations.
- I can find the center of dilations,
- I can compare translations, reflections, rotations, and dilations.

Instructional Window #8	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>16/March-April</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 8 Title: Geometric Transformations</p>	<p><a href="#">CCSS.Math.Content.8.G.A.1</a> Verify experimentally the properties of rotations, reflections, and translations:  <a href="#">CCSS.Math.Content.8.G.A.1a</a> Lines are taken to lines, and line segments to line segments of the same length.  <a href="#">CCSS.Math.Content.8.G.A.1b</a> Angles are taken to angles of the same measure.  <a href="#">CCSS.Math.Content.8.G.A.1c</a> Parallel lines are taken to parallel lines.  <a href="#">CCSS.Math.Content.8.G.A.2</a> Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p>	<p><b>G.TR.08.09</b> Understand the definition of dilation from a point in the plane, and relate it to the definition of similar polygons.  <b>G.TR.08.10</b> Understand and use reflective and rotational symmetries of two-dimensional shapes and relate them to transformations to solve problems.  <b>G.SR.08.03</b> Understand the definition of a circle; know and use the formulas for circumference and</p>

		<p><u>CCSS.Math.Content.8.G.A.3</u> Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p>	<p>area of a circle to solve problems.</p> <p><b><u>G.SR.08.04</u></b> Find area and perimeter of complex figures by sub-dividing them into basic shapes (quadrilaterals, triangles, circles).</p> <p><b><u>G.SR.08.05</u></b> Solve applied problems involving areas of triangles, quadrilaterals, and circles</p> <p><b><u>G.TR.06.03</u></b> Understand the basic rigid motions in the plane (reflections, rotations, translations), relate these to congruence, and apply them to solve problems. [Extended]</p> <p><b><u>G.TR.06.04</u></b> Understand and use simple compositions of basic rigid transformations, e.g., a translation followed by a reflection. [Extended]</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can understand and apply the concept of congruence.
- I can use tests for congruent triangles.
- I can understand and apply the concept of similarity.
- I can use tests for similar triangles.
- I can relate congruent or similar figures using geometric transformations.
- I can understand a sequence of transformations.

Instructional Window #9	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>12/April -May</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 9 Title: Congruence and Similarity</p>	<p><u>CCSS.Math.Content.8.G.A.2</u> Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p> <p><u>CCSS.Math.Content.8.G.A.4</u> Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p> <p><u>CCSS.Math.Content.8.G.A.5</u> Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i></p>	<p><u>G.TR.08.09</u> Understand the definition of dilation from a point in the plane, and relate it to the definition of similar polygons.</p> <p><u>G.TR.08.10</u> Understand and use reflective and rotational symmetries of two-dimensional shapes and relate them to transformations to solve problems.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- I can construct a scatter plot given two sets of quantitative data.
- I can identify patterns of association between two sets of quantitative data.
- I can identify outliers in a scatter plot.
- I can understand the line of best fit.
- I can write a linear equation for a line of best fit.
- I can read data from a two way table.
- I can construct and interpret a two way table.
- I can convert data to relative frequencies in a two way table.

Instructional Window #10	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>14/May</b></p> <p>Approximate number of re-teaching days: <b>3</b></p> <p>How the unit will be assessed: Scantron, teacher-made unit test, Math in Focus Unit assessment</p>	<p>Unit 10 Title: Statistics</p>	<p><a href="#">CCSS.Math.Content.8.SP.A.1</a> Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p> <p><a href="#">CCSS.Math.Content.8.SP.A.2</a> Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p> <p><a href="#">CCSS.Math.Content.8.SP.A.3</a> Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is</i></p>	<p><a href="#">D.AN.07.02</a> Create and interpret scatter plots and find line of best fit; use an estimated line of best fit to answer questions about the data. [Core]</p> <p><a href="#">D.AN.07.02</a> Create and interpret scatter plots and find line of best fit; use an estimated line of best fit to answer questions about the data. Compute statistics about data sets</p> <p><a href="#">D.AN.07.03</a> Calculate and interpret relative frequencies and cumulative frequencies for given data sets.</p>

		<p><i>associated with an additional 1.5 cm in mature plant height.</i></p> <p><b>CCSS.Math.Content.8.SP.A.4</b> Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p>	<p>High School Scatterplots and Correlation</p> <p><b>S2.1.1</b> Construct a scatterplot for a bivariate data set with appropriate labels and scales.</p> <p><b>S2.1.2</b> Given a scatterplot, identify patterns, clusters, and outliers. Recognize no correlation, weak correlation, and strong correlation</p>
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## SCOPE AND SEQUENCE

Grade Level: 8<sup>th</sup> Grade Subject: Science

### Overarching Goals—by the end each instructional window, students will learn, know and be able to:

1. Gather evidence of local climate change.
2. Analyze and interpret a variety of pictorial, oral, and written evidence of climate change.
3. Analyze and interpret a variety of factors of climate change.
4. Communicate findings in a website forum.
5. Compare and contrast other student-gathered data.
6. Understand human impact on climate.
7. Consider and explore solutions to the carbon problem.
8. Show basic understanding of 7<sup>th</sup> grade standards.

Instructional Window	Instructional Units	NGSS	Common Core State Standards
<p><b>#1</b></p> <p><b>Approximate number of instructional days:</b> Sept. - Oct. / Budburst observations and reports monthly from Sept-June</p> <p><b>Approximate number of re-teaching days:</b> 7, if needed</p> <p><b>How the unit will be assessed:</b> Observation, Dialogue, Climate indicators (p.132 MEECS) Environmental Trends and Hypothesis 5-7 (p. 126-128 MEECS)</p>	<p><b>Unit 1: The Budburst Project (continued from 7<sup>th</sup> Grade) and MEAP Review of 7<sup>th</sup> grade standards</b></p>	<p><b>ESS3.D Global Climate Change</b> Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.</p> <p><b>MS-ESS3-5</b> Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. [Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of</p>	<p><b>ELA/Literacy – Literacy.SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>Literacy.SL.7.1a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>Literacy.SL.7.1b</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>Literacy.SL.7.1c</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic</p>

<p>NYEDREGENTS.org 8<sup>th</sup> grade science exam</p>		<p>gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.]</p> <p><b>Analyzing and Interpreting Data</b></p> <ul style="list-style-type: none"> <li>•Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</li> <li>•Analyze and interpret data to determine similarities and differences in findings.</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b></p> <ul style="list-style-type: none"> <li>•Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.</li> <li>•Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.</li> </ul> <p><b>Obtaining, Evaluating, and Communicating Information</b></p> <ul style="list-style-type: none"> <li>•Obtaining, evaluating, and communicating information in 6–8 builds on K–5 and progresses to evaluating the merit and validity of ideas and methods.</li> <li>•Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or now supported by evidence.</li> </ul> <p><b>Scientific Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"> <li>•Science knowledge is based upon logical and conceptual connections between evidence and explanations</li> </ul>	<p>as needed.</p> <p><b>Literacy.SL.7.1d</b> Acknowledge new information expressed by others and, when warranted, modifies their own views.</p> <p><b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RST.6-8.7</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><b>Mathematics -</b></p> <p><b>MP.2</b> Reason abstractly and quantitatively. (MS-ESS3-5)</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Develop models to represent atoms and molecules.
2. Determine if a chemical reaction has occurred.
3. Demonstrate conservation of matter.
4. Identify the properties of elements and substances.

Instructional Window #2	Instructional Units	NGSS	Common Core State Standards
<p><b>Approximate number of re-teaching days:</b> 7, if needed</p> <p><b>How the unit will be assessed:</b> Dialogue, Observation, Pearson Interactive Workbook, Quizzes, Labs, and Chapter tests [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete description of all individual atoms in a complex molecule or extended structure is</p>	<p><b>Unit 2 Title: Chemistry Review</b></p>	<p><b>MS-PS1-1.</b>Develop models to describe the atomic composition of simple molecules and extended structures. [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.]</p> <p><b>MS-PS1-2.</b> Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.]</p> <p><b>MS-PS1-5.</b>Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. [Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms that represent atoms.]</p> <p><b>PS1.A: Structure and Properties of Matter</b></p>	<p><b>ELA/Literacy -</b></p> <p><b>RST.6-8.7</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-PS1-1)</p> <p><b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.(MS-PS1-2)</p> <p><b>RST.6-8.3</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (MS-PS1-6)</p> <p><b>RST.6-8.7</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-PS1-2),(MS-PS1-5)</p> <p><b>Mathematics -</b></p> <p><b>MP.2</b> Reason abstractly and quantitatively. (MS-PS1-2),(MS-PS1-5)</p> <p><b>MP.4</b> Model with mathematics. (MS-PS1-5)</p>

<p>not required.]          [Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.]          [Assessment boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.]</p>		<p>Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (MS-PS1-2) (Note: This Disciplinary Core Idea is also addressed by MS-PS1-3.)</p> <p><b>PS1.B: Chemical Reactions</b>          Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (MS-PS1-2),(MS-PS1-5) (Note: This Disciplinary Core Idea is also addressed by MS-PS1-3.)</p> <p><b>PS1.A: Structure and Properties of Matter</b>          *Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.          *Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals).</p> <p><b>Developing and Using Models</b>          *Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.          *Develop a model to predict and/or describe phenomena.</p> <p><b>Scale, Proportion, and Quantity</b>          *Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.</p> <p><b>Scientific Knowledge is Based on Empirical Evidence</b>          *Science knowledge is based upon logical and conceptual connections between evidence and explanations. (MS-PS1-2)</p> <p><b>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</b>          *Laws are regularities or mathematical descriptions of natural phenomena. (MS-PS1-5)</p>	<p><b>6.RP.A.3</b> Use ratio and rate reasoning to solve real-world and mathematical problems. (MS-PS1-2),(MS-PS1-5)</p> <p><b>6.SP.B.4</b> Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (MS-PS1-2)</p> <p><b>6.SP.B.5</b> Summarize numerical data sets in relation to their context. (MS-PS1-2)</p> <p><b>MP.2</b> Reason abstractly and quantitatively. (MS-PS1-1)</p> <p><b>MP.4</b> Model with mathematics. (MS-PS1-1)</p> <p>6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems. (MS-PS1-1)</p> <p><b>8.EE.A.3</b> Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. (MS-PS1-1)</p>
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		<p><b>Developing and Using Models</b>  *Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.  Develop a model to predict and/or describe phenomena. (MS-PS1-1), (MS-PS1-4)  *Develop a model to describe unobservable mechanisms. (MS-PS1-5)</p> <p><b>Analyzing and Interpreting Data</b>  *Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.  Analyze and interpret data to determine similarities and differences in findings. (MS-PS1-2)</p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Construct explanations, using geologic evidence, to determine the relative age of Earth's past events.
2. Use models of the geologic time scale to organize major events in Earth's History
3. Analyze and interpret data from the rock record.
4. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms.

Instructional Window #3	Instructional Units	NGSS	Common Core State Standards
<p><b>Approximate number of instructional days:</b> Oct. Dec.</p> <p><b>Approximate number of re-teaching days:</b> 7 if necessary</p>	<p><b>Unit 3: Earth's Surface; Chapter 4</b></p>	<p><b>MS-ESS1-4.</b> Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. [Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being</p>	<p><b>ELA/Literacy - RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts. (MS-ESS1-4)  <b>WHST.6-8.2</b> Write informative/explanatory texts to</p>

<p><b>How the unit will be assessed:</b> How the unit will be assessed: Dialogue, Observation, Pearson Interactive Workbook, Quizzes, Labs, and a Chapter test [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.] [Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.] [Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.]</p>		<p>very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.]</p> <p><b>ESS1.C: The History of Planet Earth</b> The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.</p> <p><b>MS.LS4.1</b> Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. [Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.]</p> <p><b>MS-LS4-2.</b> Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. [Clarification Statement: Emphasis is on explanations of the evolutionary relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.]</p> <p><b>LS4.A: Evidence of Common Ancestry and Diversity</b> *The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth. (MS-LS4-1) *Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record, enable the reconstruction</p>	<p>examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-ESS1-4)</p> <p><b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (MS-LS4-1), (MS-LS4-2), (MS-LS4-3), (MS-LS4-4)</p> <p><b>RST.6-8.7</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-LS4-1), (MS-LS4-3)</p> <p><b>WHST.6-8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>(MS-LS4-2), (MS-LS4-4)</b></p> <p><b>WHST.6-8.9</b> Draw evidence from informational texts to support analysis, reflection, and research. (MS-LS4-2), (MS-LS4-4)</p> <p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own</p>
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		<p>of evolutionary history and the inference of lines of evolutionary descent. (MS-LS4-2)</p> <p><b>Constructing Explanations and Designing Solutions</b></p> <p>*Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <p>*Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.</p> <p><b>Scale, Proportion, and Quantity</b></p> <p>*Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.</p> <p><b>Scientific Knowledge is Based on Empirical Evidence</b></p> <p>*Science knowledge is based upon logical and conceptual connections between evidence and explanations. (MS-LS4-1)</p> <p><b>Constructing Explanations and Designing Solutions</b></p> <p>*Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <p>*Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events. (MS-LS4-2)</p> <p><b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b></p> <p>*Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (MS-LS4-1), (MS-LS4-2)</p> <p><b>Patterns</b></p> <p>*Patterns can be used to identify cause and effect relationships. (MS-LS4-2)</p>	<p>clearly. (MS-LS4-2), (MS-LS4-4)</p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (MS-LS4-2), (MS-LS4-4)</p> <p><b>Mathematics -</b></p> <p><b>6.EE.B.6</b> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-LS4-1), (MS-LS4-2)</p> <p><b>6.EE.B.6</b> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS1-4)</p> <p><b>7.EE.B.6</b> Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS1-4)</p>
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		<p>*Graphs, charts, and images can be used to identify patterns in data. (MS-LS4-1),(MS-LS4-3)</p> <p><b>Analyzing and Interpreting Data</b></p> <p>*Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <p>*Analyze displays of data to identify linear and nonlinear relationships. (MS-LS4-3)</p> <p>*Analyze and interpret data to determine similarities and differences in findings. (MS-LS4-1)</p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
2. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
3. Research factors of climate change such as fossil fuel use, and design solutions for minimizing human impacts on the environment.

<b>Instructional Window #4</b>	<b>Instructional Units</b>	<b>NGSS</b>	<b>Common Core State Standards</b>
<b>Approximate number of instructional days:</b> Jan. – Mar	<b>Unit 4: Water and the Atmosphere (chapter 4, 5 (section 5 only))</b>	<b>MS-ESS2-5.</b> Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. [Clarification Statement: Emphasis is on how air masses flow from regions of high	<b>ELA/Literacy - RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts.

<p><b>Approximate number of re-teaching days:</b> 7, if necessary</p> <p><b>How the unit will be assessed:</b> Dialogue, Observation, Pearson Interactive Workbook, Quizzes, Labs, and a Chapter test [Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.]</p>		<p>pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).]</p> <p><b>MS-ESS2-6.</b> Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. [Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.] [Assessment Boundary: Assessment does not include the dynamics of the Coriolis effect.]</p> <p><b>MS-ESS3-5.</b> Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. [Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.]</p> <p><b>ESS3.C: Human Impacts on Earth Systems</b> Typically as human populations and per-capita consumption of natural resources increase, so do the</p>	<p>(MS-ESS2-5), (MS-ESS3-5)</p> <p><b>RST.6-8.9</b> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (MS-ESS2-5)</p> <p><b>WHST.6-8.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information <b>for sources.</b> (MS-ESS2-5)</p> <p><b>SL.8.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (MS-ESS2-6)</p> <p><b>Mathematics -</b></p> <p><b>MP.2</b> Reason abstractly and quantitatively. (MS-ESS2-5), (MS-ESS3-5)</p> <p><b>6.NS.C.5</b> Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in</p>
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		<p>negative impacts on Earth unless the activities and technologies involved are engineered otherwise.</p> <p><b>ESS2.C: The Roles of Water in Earth's Surface Processes</b></p> <p>*The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. (MS-ESS2-5)</p> <p>*Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents. (MS-ESS2-6)</p> <p><b>ESS2.D: Weather and Climate</b></p> <p>*Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (MS-ESS2-6)</p> <p>*Because these patterns are so complex, weather can only be predicted probabilistically. (MS-ESS2-5)</p> <p>The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents. (MS-ESS2-6)</p> <p><b>ESS3.D: Global Climate Change</b></p> <p>*Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)</p> <p><b>Cause and Effect</b></p> <p>*Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-ESS2-5)</p> <p><b>Systems and System Models</b></p>	<p>each situation. (MS-ESS2-5)</p> <p><b>6.EE.B.6</b> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS3-5)</p> <p><b>7.EE.B.4</b> Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS3-5)</p>
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		<p>*Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy, matter, and information flows within systems. (MS-ESS2-6)</p> <p><b>Stability and Change</b></p> <p>*Stability might be disturbed either by sudden events or gradual changes that accumulate over time. (MS-ESS3-5)</p> <p><b>Asking Questions and Defining Problems</b></p> <p>*Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.</p> <p>*Ask questions to identify and clarify evidence of an argument. (MS-ESS3-5)</p> <p><b>Developing and Using Models</b></p> <p>*Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <p>*Develop and use a model to describe phenomena. (MS-ESS2-6)</p> <p><b>Planning and Carrying Out Investigations</b></p> <p>*Planning and carrying out investigations in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.</p> <p>*Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. (MS-ESS2-5)</p> <p><b>Engaging in Argument from Evidence</b></p> <p>*Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).</p> <p>*Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.</p>	
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Use an argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
2. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
3. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
4. Investigate external and internal structures in order to gather data about multicellular organisms' interacting subsystems.

Instructional Window #6	Instructional Units	NGSS	Common Core State Standards
<p><b>Approximate number of instructional days:</b> Mar - May</p> <p><b>Approximate number of re-teaching days:</b> 7 if necessary</p> <p><b>How the unit will be assessed:</b> Dialogue, Observation, Pearson Interactive Workbook, Quizzes, Labs, and a Chapter test [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.] Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the</p>	<p><b>Unit 6 Title: The Human Body; Chapters 1, 3,4, 7</b></p>	<p><b>MS-LS1-3.</b> Use an argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. [Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.]</p> <p><b>MS-LS1-8.</b> Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. [Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.]</p> <p><b>MS-LS1-1.</b> Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.]</p> <p><b>LS1.A: Structure and Function</b> *Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. *All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism</p>	<p><b>ELA/Literacy —</b></p> <p><b>SL.7.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p><b>SL.7.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts. (MS-LS1-3)</p> <p><b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (MS-LS1-3)</p> <p><b>WHST.6-8.1</b> Write arguments focused on discipline content. (MS-LS1-3)</p>

<p>circulatory, excretory, digestive, respiratory, muscular, and nervous systems.] [Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.]</p>		<p>may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (MS-LS1-1) Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (MS-LS1-2) *In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. (MS-LS1-3) <b>LS1.D: Information Processing</b> *Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories. (MS-LS1-8) <b>Systems and System Models</b> *Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. <b>Developing and Using Models</b> *Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. *Develop and use a model to describe phenomena. (MS-LS1-2) *Develop a model to describe unobservable mechanisms. (MS-LS1-7) <b>Planning and Carrying Out Investigations</b> *Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions. *Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation. (MS-LS1-1) <b>Engaging in Argument from Evidence</b></p>	<p><b>6.EE.C.9</b> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (MS-LS1-3) <b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts. (MS-LS1-3) <b>RST.6-8.2</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (MS-LS1-5), (MS-LS1-6) <b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (MS-LS1-3) <b>WHST.6-8.1</b> Write arguments focused on discipline content. (MS-LS1-3) <b>WHST.6-8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused</p>
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		<p>*Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).</p> <p>*Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon. (MS-LS1-3)</p> <p><b>Obtaining, Evaluating, and Communicating Information</b></p> <p>*Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.</p> <p>*Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (MS-LS1-8)</p> <p><b>Science is a Human Endeavor</b></p> <p>*Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas.</p> <p><b>Engaging in Argument from Evidence</b></p> <ul style="list-style-type: none"> <li>•Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</li> <li>•Construct an argument with evidence, data, and/or a model.</li> </ul> <p><b>Systems and System Models</b></p> <ul style="list-style-type: none"> <li>•A system can be described in terms of its components and their interactions.</li> </ul> <p>LS1.D (info. processing)</p> <p><b>Engaging in Argument from Evidence</b></p> <p>*Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).</p>	<p>questions that allow for multiple avenues of exploration. (MS-LS1-1)</p> <p><b>WHST.6-8.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (MS-LS1-8) SL.8.5)</p> <p><b>Mathematics -</b></p> <p><b>4.G.A.3</b></p> <p>Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded across the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. (4-LS1-1)</p>
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		<p>*Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.</p> <p><b>Cause and Effect</b></p> <p>*Cause and effect relationships may be used to predict phenomena in natural systems. (MS-LS1-8) Scale, Proportion, and Quantity</p> <p>*Phenomena that can be observed at one scale may not be observable at another scale. (MS-LS1-1)</p> <p><b>Systems and System Models</b></p> <p>*Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. (MS-LS1-3)</p> <p><b>Structure and Function</b></p> <p>*Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function. (MS-LS1-2)</p> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <p>*Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (MS-LS1-1)</p> <p><b>Science is a Human Endeavor</b></p> <p>*Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas. (MS-LS1-3)</p>	
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## SCOPE AND SEQUENCE

Grade Level:   8th        Subject:   Social Studies  

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- 1. Understand what factors led to the rise and fall of early empires.**
- 2. Understand the difference between primary and secondary sources.**
- 3. Be able to use evidence to make claims and debate various topics.**
- 4. Distinguish among fact, opinion, and reasoned judgment.**
- 5. Find similarities and differences between early empires and modern America.**

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: Sept.-Oct.</p> <p>Approximate number of re-teaching days: 25</p> <p>How the unit will be assessed: Evidence Based Writing, Classroom Discussions, Project.</p>	<p>Unit 1 Title: Early Empires</p>	<p><b>CCSS.ELA-Literacy.RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.3</b> related to history/social studies. <span style="float: right;">process</span></p> <p><b>CCSS.ELA-Literacy.RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>7-HI.2.1, 7-HI.2.2, 7-HI.2.3, 7-HI.2.4, 7-HI.2.2, 7-HI.2.6, 7-HI.4.1, 7-HI.4.3, 7-WI.1.1, 7-WI.1.2, 7-WI.2.2, 7-WI.2.3, 7-W2.1.2, 7-W2.1.3, 7-W2.1.4, 7-W2.1.5, 7-W3.1.1, 7-W3.1.3, 7-W3.1.6</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- 1. Understand the rich history of Europe.**
- 2. Use primary source documents to determine how historical events unfolded.**
- 3. Understand the geography, topography, and climate of Europe.**
- 4. Know recent European history and realize how war shaped the continent.**
- 5. Understand the impacts of the European Union on Europe as a whole and on individual countries.**

Instructional Window #2	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>Oct.-Nov.</b></p> <p>Approximate number of re-teaching days: <b>28</b></p> <p>How the unit will be assessed: Unit test, Geography quiz, Evidence based writing project.</p>	<p>Unit 2 Title: Europe in Modern Times</p>	<p><b>SS.ELA-Literacy.RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.3</b> related to history/social studies.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><b>CCSS.ELA-Literacy.RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p>	<p>7-G2.1.1, 7-G2.1.2, 7-G2.2.1, 7-G2.2.3, 7-G4.1.2, 7-G4.3.1,7-G4.3.2, 7-G4.4.1,7.G4.4.2,7-G6.1.2, WHG Era 2</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

- 1. Understand the long and ancient history of Africa.**
- 2. Know the story of famous cities and kingdoms of West Africa.**
- 3. Understand the geography, topography, and climate of Africa.**
- 4. Recognize the literature of Southern and Eastern Africa.**
- 5. Realize the effects of colonialism on modern Africa.**
- 6. Understand the importance of ancient Egyptian culture in shaping Africa's history.**

Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: Dec.-Jan.</p> <p>Approximate number of re-teaching days:20</p> <p>How the unit will be assessed: Unit 3 test, Geography quiz, Fishbowl discussions, Oral presentation</p>	<p>Unit 3 Title: Africa</p>	<p><b>CCSS.ELA-Literacy.RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.10</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p><b>CCSS.ELA-Literacy.SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own.</p> <p><b>CCSS.ELA-Literacy.SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>WHG Era 1, WHG Era 3, 7-CI.1.1, 7-C3.6.1, C4.3, 7-C4.3.1, 7-C4.3.3, 7.EI.1.2, 7-E3.1.1, 7-E3.1.4</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand the rich religious history of the region.
2. Understand the various reasons for turmoil in the region.
3. Be able to use evidence based claims to solidify arguments.
4. Distinguish among fact, opinion, and reasoned judgment.
5. Understand the importance of oil and natural resources in shaping the region today.
6. Realize the importance of the region in shaping U.S. and Chinese foreign policy.
7. Understand the climate, geography, and topography of the Middle East.

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: Jan.-March</p> <p>Approximate number of re-teaching days:32</p> <p>How the unit will be assessed: Unit Test, Geography quiz, Current events quiz, Fishbowl discussions, Oral presentation</p>	<p>Unit 4 Title: The Middle East</p>	<p><b>CCSS.ELA-Literacy.SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>CCSS.ELA-Literacy.SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>CCSS.ELA-Literacy.SL.8.3</b> Evaluate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>7-E2.3.1, 7-E3.1.1, 7-E3.1.2, 7-E3.1.3, 7-E3.1.4, 7-E3.3.1,</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand the unique economy of the Pacific Islands and Australia.
2. Understand Aboriginal history and the impact of the British on the region today.
3. Develop an understanding of how trade has affected the region's history.
4. Distinguish among fact, opinion, and reasoned judgment.
5. Realize how cultural diffusion has led to changes in the region.
6. Understand the climate, geography, and topography of Australia and the Pacific.

Instructional Window #5	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: March-April</p> <p>Approximate number of re-teaching days:22</p> <p>How the unit will be assessed: Fishbowl discussions, Current events quizzes, classroom participation, project.</p>	<p>Unit 5 Title: Australia and the South Pacific</p>	<p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CCSS.ELA-Literacy.SL.8.3 Evaluate a speaker's argument, specific claims, and evidence, assessing the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>7-HI.2.1, 7-HI.2.2, 7-HI.2.3, 7-7-HI.2.2, 7-HI.2.6, 7-HI.4.1, 7-HI.4.3, 7- -WI.1.2, 7-WI.2.2, , 7-W2.1.2, 7-W2.1.3, 7-W2.1.4, 7-W2.1.5, 7-W3.1.1, 7-W3.1.3, 7-W3.1.6</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand the unique relationship between Russian and Asian cultures.
2. Engage effectively in a range of collaborative discussions.
3. Develop an understanding of how trade has affected the region’s history (The Silk Road).
4. Distinguish among fact, opinion, and reasoned judgment.
5. Understand Confucianism and Imperial law and its importance in Chinese society.
6. Understand the climate, geography, and topography of Russia and Asia.
7. Develop and understand of why the Russian Revolution occurred and how it shaped the region.
8. Understand the impact of the Soviet industrial legacy.

Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: April-June</p> <p>Approximate number of re-teaching days:35</p> <p>How the unit will be assessed: Unit test, comprehensive project, debate project, geography quiz, participation</p>	<p>Unit 6 Title: Asia and Russia</p>	<p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, buildi</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>7-P4.2.1 , 7-P4.2.2, 7-P4.2.3, 7-C4.3.3, 7.El.1.2, 7- E3.1.1 , 7-E3.1.4, 7-G2.1.1, 7-G2.1.2, 7-G2.2.1 , 7-G2.2.3</p>

# NEW BRANCHES CHARTER ACADEMY

## JK-8 Vocabulary Lists

Grade	ELA	Math	Science	Social Studies
<b>JK</b>	author back cover caption chart character front cover conversation complete sentence detail directions drawing event idea feelings illustrator letter name letter sound instructions lower case numbers picture punctuation (period, comma, exclamation mark, question mark, space) question rhyme setting statement story title title page topic upper case writing beginning middle end beginning middle end fiction non-fiction punctuation	above add array attribute behind below beside between by category circle classify compare cone count cube cylinder decompose difference different digit equal to equation graph greater than hundreds in front of length less than lighter line longer matching next to number ones opposite pattern pair place value quantity rectangle sequence	winter, spring, summer, fall rainy, snowy, partly cloudy roots, leaves, stem, flower, seeds, blossom Hibernation Metamorphosis Living predict Habitat Nocturnal Recycling Hygiene Touch, feel, taste, smell, sight, see, hear, sound	Citizenship Responsibility Community Rules Procedures Roles Family Needs/wants Maps Kwanzaa, Las Posadas, Christmas, Hanukkah Civil Rights Freedom Diversity

	rhyme retell	shapes shorter side similar sort sphere square subtract sum taller tally tens 3-Dimensional vertex 2-Dimensional triangle weight numbers		
<b>K</b>	author back cover caption chart character front cover conversation complete sentence detail directions drawing event idea feelings illustrator letters instructions lower case numbers picture question setting statement story title title page topic upper case writing	above add addend array attribute behind below beside between by category circle classify compare compose cone count cube cylinder decompose difference different digit equal to equation expression face greater than heavier	living non living earth land water predict experiment label life cycle push pull up down	community rules procedures roles family consumer producer service provider goods services maps holidays

	beginning middle end fiction non-fiction punctuation rhyme retell	height hexagon in front of length less than lighter line longer next to number numeral ones pair place value quantity rectangle sequence shorter side similar sort sphere square subtract sum taller tens 3-Dimensional vertex 2-Dimensional triangle weight		
<b>1</b>	Accurate/accuracy Adjective Adventures Advertisement Answer Antonym Article Ask Author Author’s voice Beginning Blend Capital/capitalize Character	Add Addend Analog clock Array Associative property of addition Attribute Category Circle Classify Closed figure Commutative property of	Air Breezy Calm Celsius Clear Cloud cover Cloudy Data Evidence Fahrenheit Fall Hail Observation Partly cloudy	Change Future Past Present Basic needs Economic wants Family Responsibilities Rules Alike Different Diversity Family School

Clarify	addition	Precipitation	Choice
Clue Collect	Compare	Rain gauge	Consumer
Comma	Compose	Season	Economic wants
Command	Composite shape	Sleet	Goods
Comparative	Cone	Snow Spring	Money
Compare/contrast Compound word	Count back	Summer	Pictograph
Comprehend/comprehension	Count on	Temperature	Producer
Computer	Counting up	Thermometer	Scarcity
Consonant	Cube	Water vapor	Services
Context	Cylinder	Weather	Trade
Contraction	Data	Weather observations	Absolute location
Contribute	Decompose	Wind	Adapt
Conversation	Difference	Winter	Address
Cooperate	Different	Windssock	Aerial perspective
Correctly	Digit	Windy	Bodies of water
Date	Digital clock	Windy	Globe
Decode Depict	Equal	Attract	Human and physical characteristics
Describe/description	Equal shares	Downhill	Human/environment interaction
Detail	Equation	Flexible	Land masses
Determine	Estimate	Float	Location
Diagram	Expression	Like	Map
Diagraph Dialogue	Face	Liquid	Modify
Difference/different	Fourth of	Magnet	Personal directions
Directions	Fourths	Pole	Place
Distinguish	Geometric solid	Properties of water	Region
Edie	Greater than	Property	Relative location
Encyclopedia	Half circle	Pull	Season
Ending	Half hour	Push	Artifact
Events Exclamation point Exclamatory	Half of	Repel	Calendar
Experiences	Halves	Rigid	Chronology
Explain/explanation	Heavier	Rough	Country
Expository	Hexagon	Shape	Family
Express	Hour	Sink	Historical evidence
Expression	Hour hand	Size	History
Facts	Iterate	Smooth	National holiday
Fairy tale	Length	Solid	Month
Feelings	Less than	Sort	School
Fiction	Lighter	Texture	Authority
Final	Longer	Unlike	Citizen
Fluency	Longest	Weight	Conflict
Focus	Making ten	Adult	Consequences
Folk tale	Multiple of ten	Alike	Country
	Number	Centimeter	Enforcement
	Numeral	Chrysalis	Equality
	One-fourth	Conclude	Fairness
	One-half	Different	Freedom
	Ones		
	Place value		

Gather/collect	Quarter of	Egg	Majority rules
Glossary	Quarter circle	Food chain	Patriotism
Graphics	Rectangle	Habitat	Power
Group	Sequence	Investigation	Responsibility
Happen	Shorter	Larva	Rights
Heading	Shortest	Life cycle	Rules/laws
Idea	Side	Needs of life	Symbols
Identify	Similar	Observation	vote
Illustration	Sort	Observe	
Illustrator	Sphere	Organism	
Important	Square	Predator	
Improve	Subtract	Predict	
Individual	Sum	Prey	
Information	Taller	Pupa	
Initial	Tallest	Survive	
Inside voice	Tens	young	
Instructions	3-dimensional		
Interrupting	Triangle		
Invitation	2-dimensional		
Key details	Vertex		
Keyboard	Weight		
Label	Whole numbers		
Learn			
Lesson			
Letter			
List			
Listen carefully			
Lowercase			
Magazine			
Main event			
Main idea			
Main topic			
Mark			
Meaning			
Medial			
Monitor/screen			
Moral			
Names Narrative			
Narrator/narrate			
Nonfiction			
Note			
Nursery rhyme			
Opinion			
Opposite			
Order			
Organization			
Paragraph			

Partner Parts Passage Pattern People Period Person Personal narrative Photograph Phrase Picture Place Plot Poem Poetry Points (statements) Possessive Powerful Predicate Predict Prefix Problem Punctuate/punctuation Purpose Question mark Questions Quotation mark Reasons Recall Recognize Relationship Re-read Research Resolution Retell Revise Segment Select Senses Sentence Sequence Setting Share Show Sign Silent Similarities Solution			
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	<p>Solve  Sound  Sources  Speaker  Speaking  Statement  Story  Subject  Suffix  Superlative  Support  Syllable  Synonym  Table of contents  Take turns  Tell  Text  Thank you note  Thing  Thoughts  Time  Title Topic  Understand  Unknown  Uppercase  Video  Voice  Vowel  Word  Word family  Write/writing</p>			
<b>2</b>	<p>prediction  characters  main idea  genre  compare  contrast  details  author  illustrator  story sequencing  problem  solution  informational  narrative  theme</p>	<p>hundred  thousand  standard form  expanded form  word form  greater than  less than  greatest  least  more than  less than  add  place value chart  regroup  subtract</p>	<p>surface features  states of water  runoff  pollutant  landforms  flow  area  capacity  evaporation  force  filtration  mixture  properties  control  evidence</p>	<p>family  basic needs  shelter  community  characteristic  setting  location  natural  characteristics  transportation  businesses  human characteristics  government  city  small town</p>

	<p>plot author's purpose fiction nonfiction conclusion schema author's purpose</p>	<p>join set take away times equal group multiply repeated addition multiplication story multiplication sentence share divide equal groups meterstick meter width length unit height taller tallest shorter shortest longer longest centimeter sum add mentally difference subtract mentally number line about round nearest ten estimate reasonable \$1 bill \$ 5 bill \$10 bill \$20 bill cent sign dollar sign decimal point table unequal</p>	<p>germinate life cycle observe stage survive</p>	<p>suburban community location symbol map map key transportation landforms bodies of water mountain hill plain valley ocean lake pond river wetland consequence negative consequence positive consequence state country continent world diversity rules laws community services mayor council three branches of government court government action private action local government state government values common good individual rights citizen responsibilities civic responsibilities personal responsibilities Pledge of Allegiance patriotism</p>
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		<p> whole  fraction  one-half  one-third  one-fourth  unit fraction  same  like fractions  foot/feet  ruler  inch  hour hand  minute hand  minute  hour  o'clock  after  clock face  A.M.  P.M.  skip count dot  paper related  multiplication  facts  picture graph  key  symbol  record tally  chart part of  a line curve  flat surface  curved surface  slide  stack  roll  plane shape  hexagon  trapezoid  figure  quadrilateral  pentagon  angle  face pattern  pattern unit  shape </p>		<p> economic wants  goods  services  scarcity  choice  opportunity cost  natural resources  unlimited wants  specialization  trade  past  present  history  historian  artifact  timeline  American Indians  President  pollution  citizen  civic responsibilities  values  the common good  individual rights </p>
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		repeating pattern size turning		
<b>3</b>	Fluency, purpose, author, central message, chapter, character, character feelings, character motivation, character trait, detail, drama, illustration, mood, myth, narrator, plot, point of view, scene, sequence of events, setting, story, Cover, title, subtitle, author, table of contents, chapter, text, opening sentences, photograph, photo caption, sidebar, boldface, italic, list, photo comparison, pie chart, map, compass rose, map key, bar graph, labeled photo, Venn Diagram, quotation, question and answer, table, column, flow chart, closing sentences, interactive question, glossary, punctuation key, definition, index, main idea, cause, effect, compare, contrast, point of view, sequence, search tool, informative/informational text, phrase, key detail/idea , Point of view, moral, lesson, fable, myth, detail. Author, illustration, sequence of events, setting, plot character, central message, character traits, Author, illustrations, story, mystery, details, sequence of events, character, genre, Stanza, line, haiku, acrostic poem/poetry,	word form, standard form, expanded form, digit, place-value chart, place-value strips, greater than, less than, least, greatest, rule, number line, rounded , reasonable, estimate, overestimate, leading digit, front-end estimation, sum, regroup, difference, skip, dot paper, Commutative Property, Associative , Multiplication Property of One Multiplicative Property of Zero, array model, area model, equal groups, product, quotient, remainder, even number, odd number, twice, double, meter (m), centimeter (cm), kilometer (km), distance, kilogram (kg), gram (g), liter (L), milliliter (mL),	Clay, earth materials, earthquake, energy conservation, erosion, farmland, garbage, glacier, habitat, habitat management, land management, landslide, mineral, mixture, natural resource, nonrenewable resource, observation, pollution, recycle, reduce, renewable resource, resource management, reuse, rock, runoff, sand, silt. soil. Volcano, Direction terms, distance, force, friction, mass, motion, motion terms, simple machine, speed. Speed terms, variables, weight, Centimeter, evidence, light, light energy, light source, path of light, pitch, shadow, sound, sound energy, straight	Geography, geographer, natural characteristics, human characteristics, county, state, border, government, location, absolute location, relative location, direction words, map, landforms, peninsula, island, special purpose maps, elevation, mountain range, sand dunes, The Great Lakes, bay , glacier, vegetation, climate, temperature, precipitation, lighthouse, natural resources, fertile soil, minerals, iron ore, copper, limestone, renewable resources, nonrenewable resources, human/environment interaction, modifying the environment, adapting to the natural environment, movement, transportation, hub, port , region, Midwest Region , Great Lakes Region , natural resources, economics, economy, capital resources, human resources,

	<p>list poem, rhyme, syllables, audience,  Author, sentence, paragraph, indent, punctuation, grammar, nouns,  adjective, adverbs, verbs, pronoun, prepositions, prepositional phrase, narrative, opinion, concluding statement/section, point of view, revise, dialogue. Publish, sequence of events, fact, purpose,  Source, research, topic, abstract noun, affix, antecedent, base word, capitalization, comma, comparative adjective, comparative adverb, complex sentence, compound sentence, context, coordinating conjunction, glossary, irregular plural noun, irregular verb, literal meaning, non-literal meaning, prefix, suffix, pronoun-antecedent agreement, quotation marks, reference material, regular plural noun, regular verb, root word, simple sentence, spelling, subject-verb agreement, subordinating conjunction, superlative adjective, superlative adverb, verb tense</p>	<p>volume, capacity, line, plot, survey, whole, equal parts, numerator, denominator, equivalent fractions, number line, simplest form, benchmark, like fractions, unlike fractions, inch (in.), half-inch, foot (ft), yard (yd), mile (mi), quarterinch, three quarter-inch, ounce (oz), pound (lb), ton (T), cup (c), pint (pt), quart (qt), gallon (gal), hour, past, minute to, hours (h), minutes (min), elapsed time , time line, temperature, thermometer, degrees, Fahrenheit (•F), cold, cool, warm, hot, point, angle, line, endpoint, line, segment, right angle, greater than , less than, perpendicular lines, is perpendicular to, parallel lines is parallel to, plane figure, open figure, closed figure,</p>	<p>path, temperature, thermometer, variables, vibrations, Adaptation, animal defenses, classify, endangered species, environment, evidence, flower, fruit, garbage, habitat, habitat destruction, invertebrates, investigation, leaf, photosynthesis, physical characteristics, plant, pollution, predator, predict, prey, roots, seed, stem, vein, vertebrates</p>	<p>entrepreneur, scarcity, limited resources, unlimited wants, opportunity cost, incentive, economic activities, manufacturing, agriculture, tourism, tourist, research and development, specialization, trade, interdependence, export, import, wind turbine, wind farm, public goods and services, fees, license, fines, taxes, history, historian, primary sources, secondary sources, timeline, decade, cause, effect, American Indians, artifacts, archaeologist , People of the Three Fires,, alliance , culture, human/environment interaction, natural resources, adapting to the natural environment, modifying the environment, legend , continent, explorer, France, beaver, scarcity, voyageur, missionary, Britain, fort, pioneer, log cabin, population, survey, territory, governor, steamboat, canal , census, constitution,</p>
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		<p>         polygon, vertex,          quadrilateral ,          parallel,          rhombus,          parallelogram,          pentagon,          octagon,          tangram, flip,          slide, turn,          rotate,          congruent,          symmetry, line of          symmetry, area,          square units,          square          centimeter,          square inch,          square meter,          square foot,          perimeter       </p>	<p>         agriculture,          economics, history,          economic activities,          agriculture,          lumbering,          specialization,          mining, minerals,          copper, iron ore,          canal,          lock , raw materials,          manufacturing,          capital resources,          human          resources, carriage,          entrepreneur,          assembly line,          movement, culture ,          pull factors, push          factors, diversity ,          core democratic          values,          government, the          common good,          individual rights,          state government,          public services,          republic,          representative          government, elect,          Representative,          House of          Representatives,          Senate, Senator,          constitution, limited          government,          branches of          government, capital,          legislative branch,          legislature, executive          branch, judicial          branch,          governor, court,          Supreme Court,          judge, trial , jury,          freedom of speech,          freedom of religion,          voting, civic          responsibilities, issue       </p>
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<p>4</p>	<p>inferencing  theme  drama  story  poem  summarize  character  setting  definition  prose  verse  rhythm  meter  dialogue  compare  contrast  1<sup>st</sup> person point of view  3<sup>rd</sup> person point of view  comprehension  passage  text  vocabulary in context  main idea  summarize  events  concepts  sequencing  vocabulary in context  chronology cause and effect  problem and solution  comparison  compare and contrast  primary source  secondary source  timeline  interpret  evidence  comprehend  text features  syllables  roots  prefixes  suffixes  fluency  context clues  noun  verb</p>	<p>digit  place value  compare  number pattern  place-value chart  ten thousand  hundred  thousand  standard form  word form  expanded form  greater than  less than  more than  greatest  least  order  estimate  reasonable  front-end  estimation  rounding  product  quotient  factor  common factor  greatest common factor  prime number  composite  number  whole number  multiple  common  multiple  least common multiple  consecutive  whole numbers  round  estimate  product  regroup  quotient  remainder  data  table  tally chart</p>	<p>air  balance boiling  point compare  condensation  contrast  definite shape  evaporation  freezing point  funnel  gas  graduated  cylinder  gram  kilogram  liquid  liter  mass  matter  melting point  milliliter (ml)  mixture  Newton  phase change  physical properties  solar still  solid  spring scale  state of matter  volume  weight  ability to support life  ancient life forms  apparent movement  breathable atmosphere  calendar  capable  cloud cover  cycle  data day  diameter  Earth  Earth's axis</p>	<p>geography  5 themes of geography  location  place  physical characteristics  human characteristics  human/environment interaction  movement  region  place landforms  mountain range  plain  coastal plain  plateau  basin  valley  canyon  desert  vegetation  gulf  river system  tributary  special purpose maps  elevation  climate  precipitation  temperature]  population  population density  metropolitan area  economic activities  relative location  continent  political boundaries  hemisphere  Equator  Prime Meridian  absolute location  transportation  network  migration  push factors  pull factors  slavery</p>
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adjective adverb preposition determiner accuracy opinion pieces topic writer's purpose support transitions paragraphs sections formatting illustrations conclusion narrative informational dialogue sequence of events voice ideas organization conventions word choice sentence fluency editing revising drafting publish research evidence discussion explain clarify evaluate information paraphrase evidence support ideas retell summarize facts details main idea theme formal English vs Informal English conventions relative pronouns	row column intersection line graph horizontal axis vertical axis average median mode range line plot stem-and-leaf plot outlier outcome certain more likely equally likely less likely impossible favorable outcome probability numerator denominator equivalent fractions unlike fractions mixed number simplest form improper fraction fraction bar division rule multiplication rule tenth decimal form expanded form hundredth placeholder zero more than less than greater than least greatest order round	evidence extinct fossil modern life forms month moon moon phase natural satellite night observation orbit point of reference precipitation produce light reflect relative distance relative size revolution rock layers rotation season severe weather spin sun temperature thermometer tilt visible shape volume weather week wind wind vane (windsock) year absorb attract battery Celsius closed circuit compass conductor current electricity decrease electricity	Underground Railroad immigrate region culture core democratic values diversity adapting to the natural environment natural resources fertile soil minerals modifying the environment irrigation public issue government civics levels of government federal government state government representative government branches of government legislative branch executive branch judicial branch constitution preamble Founders popular sovereignty limited government republic common good constitutional government laws rule of law shared powers reserved powers delegated powers separation of powers Senator Representative President
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<p>relative adverbs verb tenses auxiliaries (can, may, must) adjectives prepositional phrases fragments run-ons homonyms (read, read) homophone (to, too, two) capitalization punctuation commas quotation marks coordinating conjunctions compound sentences formal English vs Informal English roots prefixes suffixes figurative language similes metaphors idioms adages proverbs synonyms antonyms</p>	<p>equivalent fraction ray protractor vertex degree inner scale outer scale acute angle obtuse angle straight angle turn perpendicular line segments drawing triangle parallel line segments base horizontal lines vertical lines square right angle rectangle parallel length width composite figure line of symmetry symmetric figure rotation rotational symmetry center of rotation clockwise counter-clockwise tessellation repeated shape slide rotate flip modify</p>	<p>electromagnet energy energy transfer Fahrenheit friction heat energy (heat) increase iron filings light bulb lines of force load magnet magnetic magnetic field magnetic pole magnetically attract magnetically repel open circuit path reflection repel simple circuit solar energy source static electricity switch temperature thermometer wire advantage affect beneficial (helpful) building material camouflage coloring and markings compare consumer contrast coordinates decomposer dependence ecosystem environment</p>	<p>Cabinet Supreme Court checks and balances veto override judicial review bill of rights amendment individual rights freedom of expression freedom of speech freedom of the press freedom of assembly freedom of petition freedom of religion justice civic responsibilities jury public goods and services voting public issue point of view liberty equality scarcity limited resources unlimited wants human resources capital resources opportunity cost economics economic system market economy producer consumer profit demand supply competition consumer sovereignty exchange income circular flow price substitute goods</p>
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			evidence food chain food web habitat harmful individual differences interaction invasive species invertebrates location migration natural balance nesting organism physical characteristics population predator prey producer reproduction requirements for life source of energy survive variation vertebrates	incentive specialization division of labor productivity export import employed unemployed labor force public goods and services private goods and services taxes
5	opinion interpret auxiliary thesis statement arguable modify acquire provoke aspect instinct rational tense external logical elaborate adapt reason acquire survival	Product Factor Quotient Dividend Divisor Computation Calculate Accurate Solution Ordered pair Area Perimeter Conversion Unit Measurement Equation Expression Divisible Order of	chloroplast inherited traits ecosystem classification <u>organism</u> unbalanced force chlorophyll acquired traits producers similarity skeletal system stomata learned behavior <u>consumers</u> (take heredity muscular system glucose instinctive behavior	judicial branch migrate renaissance dissenter legislative branch culture pilgrimage proprietor executive branch theory saga debtor limited government artifact caravan annoyances civilization surplus navigation

paraphrase awestruck strategy perspective chronological apparent omniscient theme criteria adjective nouns predicate syntax verbs adjectives subject adverbs predicate in <u>cogn</u> ito (know) ass <u>ume</u> (take) <u>pre</u> arrange achiev <u>able</u> <u>a</u> political tru <u>ism</u> altru <u>ism</u> meta <u>cogn</u> ition (know) re <u>sume</u> (take) <u>pre</u> caution comfort <u>able</u> <u>a</u> pathy egot <u>ism</u> plural <u>ism</u> <u>cogn</u> ition (know) pres <u>ume</u> (take) <u>fore</u> thought poss <u>ible</u> <u>fore</u> bear predic <u>tion</u> national <u>ism</u> re <u>cogn</u> ize (know) region <u>fore</u> bode respons <u>ible</u> <u>fore</u> cast syllabicat <u>ion</u> presumpt <u>ion</u> <u>na</u> tive (born) perspective	operations Evaluate Algorithm Solve Variable Persevere Fraction Numerator Denominator xaxis y axis Coordinate plane Equivalent Simplest form Benchmark Common denominator	decomposers genetic nervous system vascular system environmental factors organism taxonomy digestive system balanced force inherited traits <u>function</u> opaque respiratory system dichotomous key habitat permit moon phase excretory system isolate biome force wane circulatory system quality community motion waxing dependent variable characteristic population friction inertia independent variable	apprentice empire specialize charter artisan tribute caravan indentured servant triangular trade routes pilgrimage saga House of Burgesses Middle Passage navigation settlement stock e pluribus unum persecution armada compact government separatist pilgrims puritans interpreter
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<p> <u>re</u>arrange  classical  <u>re</u>spond  cred<u>ible</u>  cognit<u>ion</u>  <u>photo</u>graph (light)  historical  <u>re</u>cognize  traditional  <u>re</u>bounce  depend<u>able</u>  recognit<u>ion</u>  <u>cogn</u>izance (know)  chronological  <u>re</u>action  offic<u>ial</u>  <u>pre</u>amble  structural  <u>ma</u>levolent (bad)  <u>bio</u>logical (life)  <u>de</u>cade (ten)  <u>at</u>ypical  part<u>ial</u> <u>pre</u>dict  territor<u>ial</u>  <u>ma</u>licious (bad)  <u>spl</u>urge (more)  <u>de</u>caathlon (ten)  <u>ab</u>iotic  part<u>ial</u>  <u>ap</u>olitical  tru<u>ism</u>  <u>vo</u>calize (voice)  <u>bio</u>logy (life)  <u>de</u>cimate (one tenth)  <u>ab</u>yss function  ad<u>vo</u>cate (voice)  <u>bio</u>graphy (life)  <u>de</u>cimal (one tenth)  <u>vo</u>cabulary (voice)  abstract (category)  field  guidance  snide  preliminaries  final  realistic (category) </p>			
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	<p>         brief          riding          tractable          imitation          correct          scale (elements)          chief          hoping          peculiar          primitive          quickly          composition (elements)          piece writing          anticlimactic          merely          person          technique (elements)          believe using          hypnotize          misconception          became          hygiene          changing          slightest          deviate          shown          grief tasteless          conceived          extraordinary          decided          siege          likeness          proposition          inclined          contain          tone          fierce          arrangement          splendid          verbalize          course          panel          relief          careful          sincerely       </p>			
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<p> metamorphose  produce  gutter  ceiling  advancing  abandoning  tremendous  nothing  speech balloon  receive  wider  gallivanting  faint  carefully  deceive  forgivable  impatient  despair  inside  proponent  perceive  amazed  triumphs  civilization  known  advocate  receipt  caring  particularly  impractical  machine  opponent  veil  advancement  diverting  moron  brought  critic  neighbor  wideness  absolute  dimension  common  emphasis  eight  forgiveness  absorbed  frantic </p>			
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<p> explain  exception  weigh  amazement  atrophy  ambrosia  though  subsequently  vein  careful  complicated  distress  special  imply  pri<u>e</u>st  saved  virtue  propitious  perhaps  thi<u>e</u>f  storage  deliberate  talisman  general  sh<u>i</u>eld  driving  happy medium  potentially  various  vi<u>e</u>w creative  velocity  transmissible  determine  speculate  misch<u>i</u>ef  joking  inadequate  resilience  region  conspicuous  ni<u>e</u>ce  famous  consistent  peril  believe  persecution  gri<u>e</u>ve </p>			
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tasting inverted vulnerable difference aerial rel <u>ie</u> ve living disintegration arrogance represent substantial <u>pie</u> r closing vanished aberration probably awestruck <u>yield</u> refusal puny fallible describe prosperous illusion bloop <u>e</u> r surprise financial distr <u>au</u> ght prompt suggested relinquish inexcusably perhaps jeopardize convinced observe eternal bellowing provide quiver belligerent interesting assimilate antagonistic current suspicious inadvertently consider			
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	infinite disillusion particular essence materialize necessary compulsion reputation rather paltry			
<b>6</b>	Abandon abundant access accommodate accumulate adapt adhere agony allegiance ambition ample anguish anticipate anxious apparel appeal apprehensive arid arrogant awe barren beacon beneficial blunder boisterous boycott burden campaign capacity capital chronological civic clarity collaborate collide commend commentary compact	Number Line Whole Numbers Positive Numbers Negative Numbers Inequality Expression Equation Composite Numbers Prime Numbers Multiple Factor Least Common Multiple Greatest Common Factor Exponent Base Square Perfect Square Square Root Cube Cube Root Operation Sum Product Quotient Difference Divisor Dividend Decimal Place Value Order of Operations Common Denominator Table	weather climate atmosphere air mass precipitation global conveyer belt convection current front jet stream air pressure surface current specific heat high pressure low pressure hurricane El Nino cold front warm front seasons winter spring summer autumn tilt indirect sunlight revolution rotation elliptical counter clockwise hemisphere equator direct sunlight solstice equinox eclipse	Prehistory Archaeology Archaeologist Artifacts Hunters Gatherers Migration Ice Age Glaciers Beringia Straight Stone Age Old Stone Age New Stone Age Technology Domesticate Harvest Excavation Site Agriculture Surplus Nomads Social Divisions Climates Carbon Dating Culture Landforms Geography Diversity Fertile Crescent Civilizations Mesopotamia Fertile Plain Plateau Irrigation Systems City-State Region Farmers Artisans

composure	Absolute Value	cycle	Sumer
declare	Reciprocal	phases of the	Akkad
deluge	Mixed Number	moon	Ziggurat
dense	Improper	waxing	Society
deplete	Fraction	waning	Polytheism
deposit	Numerator	full moon	Scribe
designate	Denominator	gibbous	Cuneiform
desperate	Ratio	first quarter	Social Classes
deteriorate	Term	new moon	Conquered
dialogue	Equivalent	crescent	Empire
diligent	Simplest Form	third quarter	Dynasty
diminish	Simplify	gravitational	Babylon
discretion	Rate	attraction	Hammurabi
dissent	Unit Rate	lunar eclipse	Tigris River
dissolve	Per	solar eclipse	Euphrates River
distinct	Average Speed	tides	Code of Hammurabi
diversity	Distance	high tide	Hammurabi
domestic	Percent	low tide	Assyria
dominate	Sales Tax	neap tide	Hebrew
drastic	Interest Rate	spring tide	Phoenician
duration	Variable	tidal bulge	Lydian
dwelt	Expanding	Big Bang Theory	Monotheism
eclipse	Factoring	nebula	Descendants
economy	Distributing	star	Temples
eerie	Evaluate	H-R diagram	Nile River
effect	Substitute	magnitude	Egypt
efficient	Like Terms	galaxy	Delta Silt
elaborate	Coefficient	spiral galaxy	Hieroglyphics
eligible	Solution	elliptical galaxy	Pyramids
elude	Express	irregular galaxy	Mummy
encounter	Linear Equation	white dwarf star	Economy
equivalent	Independent	main sequence	Nubia
erupt	Variable	star	Mesoamerica
esteem	Dependent	red giant star	Sierra Madre
evolve	Variable	constellation	Occidental
exaggerate	Numerical	luminosity	Sierra Madre Oriental
excel	Statement	black hole	Plateau of Mexico
exclude	"Makes it true"	light year	Gulf of Mexico
expanse	Coordinates	satellite	Cenote
exploit	X-axis Y-axis	telescope	Yucatan Peninsula
extinct	Quadrants	wave	Pacific Ocean
extract	Coordinate Plane	electromagnetic	Atlantic Ocean
factor	Point	waves	Maya
former	Linear Graph	infrared	Olmec
formulates	Formula	wave properties	Aztec
fuse	Length	frequency	Inca
futile	Width	visible light	Theocracy
Generate		radio waves	

genre	Height	microwaves	Aqueducts
Habitat	Base	ultraviolet	Tikal Chichen
hazardous	Parallel	inner core	Itza Codex
hoax	Perimeter	outer core	Calendars
hostile	Area	mantle	Lake Texcoco
Idiom	Polygon	oceanic crust	Mercenaries
ignite	Quadrilateral	continental crust	Tenochtitlan
immense	Center	mountain range	Chinampas
improvises	Diameter Arc	ring of fire	Causeways
inept	Radius	fault	Alliances
inevitable	Circumference	sea floor	Moctezuma
influence	Edge	spreading	Sacrifice
ingenious	Net Pyramid	continental drift	Hernando Cortes
innovation	Surface Area	plate tectonic	Machu Picchu
intimidate	Frequency	theory	Cuzco
Jovial	Dot Plot	lithosphere	Inca Virococha
Knack	Range	asthenosphere	Pachacuti
Leeway	Histogram	convection	Topa Inca
legislation	Outlier	subduction zone	Quipu
leisure	Measures of	divergent	Francisco Pizzaro
liberate	Center	boundary	Amazon River
likeness	Mean	convergent	Mississippi River
linger	Average	boundary	Missouri River
literal	Median	transform	Colorado River
loathe	Mode	boundary	Rocky Mountains
lure		topographic map	Climate Zones
Majority		satellite image	Andes Mountains
makeshift		groundwater	Longitude
manipulate		surface water	Latitude
marvel		runoff	Equator
massive		watershed	Prime Meridian
maximum		weathering	Western Hemisphere
meager		erosion	North American
mere		Deposition	South America
migration		element	Central America
mimic		compound	Caribbean
minute		chemical symbol	Climate
monotonous		chemical formula	Absolute Location
Negotiate		chemical change	Relative Location
Objective		physical change	Government
obstacle		property	Democracy
omniscient		physical property	Republic
onset		chemical	Monarchy
optimist		property	Aristocracy
originate		metals	Dictatorship
Painstaking		nonmetals	Religion
paraphrase		metalloids	Traditions
parody		boiling point	

<p>persecute plummet possess poverty precise predicament predict prejudice preliminary primitive priority prominent propel prosecute prosper provoke pursue Quest Recount refuge reinforce reluctant remorse remote resolute restrain retaliate retrieve rigorous rural Salvage sanctuary siege significant solar soothe stationary stifle strive subordinate subsequent superior supplement swarm Tangible terminate terrain trait</p>		<p>malleable ductile luster mass magnetism buoyancy solubility density volume insulator conductor melting point oxidation mixture chemical equation reactant product yield subscript coefficient balanced equation organic compound inorganic compound atom proton neutron electron subatomic particle atomic mass nucleus electron cloud atomic theory atomic number reactivity valance electron chemical bond periodic table group period identity periodic law decomposer producer</p>	<p>Population Customs Language Human-Environment Interaction Atmosphere Biosphere Lithosphere Hydrosphere Human Characteristics Resources</p>
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	<p>transform  transport  treacherous  Unanimous  unique  unruly  urban  Vacate  verdict  verge  vibrant  vital  vow</p>		<p>consumer  food web food  chain energy  pyramid  predator  prey  calorie  digestive system  mouth  enzyme  stomach  accessory organs  small intestine  large intestine  chemical  digestion  mechanical  digestion  force work  geotropism  turgor pressure  vacuole  formula for work  newton  joule  incline plane  motion frame  of reference  constant speed  speed  friction  inertia  net force  balanced force  unbalanced force  velocity  acceleration  average speed  air resistance  gravity  weight  Newton's 1st  Law  Newton's 2nd  Law  Newton's 3rd</p>	
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			<p>           Law            energy            potential energy            kinetic energy            mechanical            energy            electromagnetic            energy            chemical energy            hydroelectric            energy            nuclear energy            energy            transformation            cells            unicellular            multi-cellular            prokaryote            eukaryote            plant cell            animal cell            cell theory            Robert Hooke            organelle            cell membrane            cytoplasm            nucleus            mitochondrion            chloroplast            cell wall            vacuole            homeostasis            DNA            gene            chromosome            cell            nucleus            code trait            section            offspring            carnivore            omnivore            herbivore            primary            consumer            secondary            consumer         </p>	
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			tertiary consumer parasitism symbiosis limiting factors pioneer species primary succession secondary succession sustainable gradual climax community microhabitat environmental disturbance stable biosphere biome deforestation renewable resources non-renewable resources inexhaustible resources extinct conservation greenhouse effect natural selection adaptation camouflage biodiversity hibernation migration inherited traits learned behaviors mimicry autotrophic heterotrophic dichotomous key animalia eubacteria protists archaebacteria	
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			fungi plantae tissue organ organ system function structure cellular respiration spontaneous generation internal stimulus external stimulus circulatory system excretory system skeletal- muscular system digestive system reproductive system respiratory system nervous system integumentary system endocrine sys	
7	ABATE ABNORMAL ABRUPT ACCELERATE AFFLICTION FLABBERGAST GRIM INCREDULOUS NOTIFY PERCEIVE ROBUST RUPTURE THROB TRIVIAL WINCE ACQUIRE ADDICT ASPIRE CHORUS CONJURE	Absolute value Additive inverse Algebraic expression Approximate Adjacent angles Alternate exterior angles Alternate interior angles Biased Biased sample Bisect Bisector Box plot Box and whisker plot Circumference Complementary angles	weather climate atmosphere air mass precipitation global conveyer belt convection current front jet stream air pressure surface current specific heat high pressure low pressure hurricane El Nino cold front warm front	Geography Degree Cardinal direction Hemisphere Sphere Longitude Latitude Absolute location Movement Relative location Place Region Locator map Scale bar Compass rose Physical map Elevation Political map Special-purpose map Orbit

FIREBRAND	Complementary	seasons	Axis
GRAVITY	event	winter	Solstice
MAGNETIC	Cone	spring	Revolution
MIRTH	Congruent angles	summer	Equinox
QUENCH	Corresponding	autumn	Rotation
SUBTLE	angles	tilt	Time zone
SULLEN	Cross section	indirect sunlight	Core
TOXIC	Cylinder	revolution	Atmosphere
URGENT	Dot plot	rotation	Mantle
WARY	Equidistant	elliptical	Landform
ACCLAIM	Event	counter	Crust
ACRID	Experimental	clockwise	Valley
BRAGGART	probability	hemisphere	Weathering
BRAWL	Exterior angle of	equator	Erosion
DOCILE	a polygon	direct sunlight	Deposition
DUMBFOUND	Coefficient	solstice	Plateau
FLAW	Complex fraction	equinox	Plain
GAUDY	Constant of	eclipse	Delta
ILLITERATE	proportionality	cycle	Plate tectonics
LAVISH	Cross product	phases of the	Magma
PEEVISH	Cube root	moon	Plate Fault
POTENTIAL	Direct proportion	waxing	Weather
RETORT	Equivalent	waning	Climate
VICIOUS	equations	full moon	Precipitation
VISTA	Equivalent	gibbous	Temperature
ADMONISH	expressions	first quarter	Polar zone
ANONYMOUS	Equivalent	new moon	Temperate zone
ASTUTE	inequalities	crescent	High latitudes
BYSTANDER	Fair	third quarter	Middle latitudes
CASUALTY	First quartile	gravitational	Tropics
DECEASED	5-point summary	attraction	Altitude
DOWNRIGHT	Hemisphere	lunar eclipse	Low latitudes
GRIMY	Histogram	solar eclipse	Water cycle
HOMAGE	Included angle	tides	Evaporation
HURTLE	Included side	high tide	Tornado
LEGITIMATE	inference	low tide	Hurricane
LETHAL	Inverse	neap tide	Tropical cyclone
MAGNITUDE	proportion	spring tide	Tropical wet
STODGY	Irrational	tidal bulge	Maritime
UTMOST	number	Big Bang Theory	Subarctic
AUTENTIC	Interior angles	nebula	Semiarid
BEWILDER	Interquartile	star	Arid
CANNY	range	H-R diagram	Tundra
CATER	Lateral surface	magnitude	Humid subtropical
CLIMAX	Leaf	galaxy	Ecosystem
CONFRONT	Lower quartile	spiral galaxy	Savanna
DEBUT	Mean absolute	elliptical galaxy	Fossil fuel
FATHOM	deviation	irregular galaxy	

MATERNAL	Measure of variation	white dwarf star	Renewable resource
NARRATIVE	Midpoint	main sequence star	Nonrenewable resource
NURTURE	Mutually exclusive	red giant star	Colonization
ORTHODOX	Non-uniform probability model	constellation	Industrialization
PROWESS	Observed frequency	luminosity	Suburb
SNARE	Parallelogram	black hole	Deforestation
TAMPER	Perpendicular bisector	light year	Biodiversity
ABODE	Plane	satellite telescope	Pollution
ACKNOWLEDGE	Population	wave	Spillover
AGITATE	Prism	electromagnetic waves	Economics
DISMANTLE	Probability distribution	infrared	Supply
DISMAL	Probability model	wave properties	Scarcity Producer
HOSPITABLE	Pyramid	frequency	Opportunity cost
INTENSIFY	Random sample	visible light	Consumer
IMPLORE	Range	radio waves	Demand
INUNDATE	Relative frequency	microwaves	Incentive
NEGLIGENT	Sample	ultraviolet	Market Profit
ORATION	Sample size	inner core	Revenue
PERTURB	Sample space	outer core	Specialization
REPRIMAND	Scale	mantle	Competition
SEQUEL	Scale factor	oceanic crust	Inflation
SUPERVISE	Second quartile	continental crust	Recession
BROWSE	Slant height	mountain range	Traditional economy
COUNTERFEIT	Simple random sampling	ring of fire	Market economy
devour	Sphere	fault	Command economy
dishearten	Stem	sea floor	Mixed economy
emblem	Stem and leaf plot	spreading	Productivity
exuberant	Straightedge	continental drift	Gross domestic product
lurk	Stratified random sampling	plate tectonic theory	Trade
mellow	Supplementary angles	lithosphere	Export
perplex	Surface area	asthenosphere	Import
pluck	Systematic random sampling	convection	Tariff
ponder	Theoretical	subduction zone	Trade barrier
presume		divergent boundary	Free trade
patronize		convergent boundary	Budget
preview		transform boundary	Saving
recede		topographic map	Interest
congested		satellite image	Credit
customary		groundwater	Investing
distraught		surface water	Stock
drone		runoff	Bond
ensue			Demographer
feud			Birth rate
flagrant			Death rate
hybrid			
impede			
infuriate			
momentum			

nomadic	probability	watershed	Infant mortality rate
trickle upright	Third quartile	weathering	Population distribution
vindictive	Transversal	erosion	Population density
ANTOGANIZE	Trapezoid	Deposition	Migration
APATHY	Unbiased sample	element	Emigrate
ARBITRATE	Uniform	compound	Immigrate
BESTOW	probability	chemical symbol	Push factor
BIGOT	model	chemical formula	Full factor
CAPSIZE	Upper quartile	chemical change	Urban
COMPROMISE	Vertical angles	physical change	Rural
EPIDEMIC	Venn diagram	property	Urbanization
HAGGLE	Volume	physical property	Slum
HOMICIDE	Least common	chemical	Suburban sprawl
IRATE	denominator	property	Culture
PERMANENT	Negative	metals	Cultural trait
PERSIST	fractions	nonmetals	Norm
RANT	Negative integers	metalloids	Cultural region
WRATH	Opposites	boiling point	Cultural landscape
CASUAL	Positive integers	malleable	Society Social
CORRUPT	Precise	ductile	class Social
COVET	Proportion	luster mass	structure
DEPENDENT	Rational number	magnetism	Universal theme
GRATIFY	Real number	buoyancy	Cultural hearth
INSINUATE	Real number line	solubility	Cultural diffusion
NOTEWORTHY	Repeating	density	Diversity
NOTORIOUS	decimal	volume	Irrigate
PERJURY	Set of integers	insulator	Constitution
RANDOM	Significant digits	conductor	Government
SIMULTANEOUSLY	Solution set	melting point	Tyranny
STATUS	Square root	oxidation	Empire
SUBSTANTIAL	Terminating	mixture	Democracy
TRAGEDY	decimal	chemical	Nation-state
VOID	Whole numbers	equation	Communism
ADJACENT	Zero pair	reactant	Unitary system
AKIN		product	Federal system
CANDID		yield	Sovereignty
ENTHRALL		subscript	Foreign policy
ERODE		coefficient	Treaty
LOATH		balanced	Diplomacy
MELANCHOLY		equation	Historian
MULL		organic	Timeline
NIMBLE		compound	Chronology
OVERWHELM		inorganic	Period
PAMPER		compound	Prehistory
SHAM		atom	Artifact
SHIRK		proton	Secondary source
VOCATION		neutron	Bias

YEARN BLATANT BLEAK CAPRICIOUS CATASTROPHE CONCUR GEOGRAPHY GRUELING HEADLONG HILARIOUS MURKY PREDATORY RESUME SPECIES UNSCATHED WHIM ALLEGE BELLOW BESEECH CLAMBER CONSULT DESPONDENT DETACH ENDURE GRUESOME LEGACY MAUL MORTIFY OBNOXIOUS PELT VENGEANCE Ajar Annihilate Avert Canine Citrus Infamous Incident Figment Fruitless Pending Poised Prior Radiant Saga Uncertainty		electron subatomic particle atomic mass nucleus electron cloud atomic theory atomic number reactivity valance electron chemical bond periodic table group period identity periodic law decomposer producer consumer food web food chain energy pyramid predator prey calorie digestive system mouth enzyme stomach accessory organs small intestine large intestine chemical digestion mechanical digestion force work geotropism turgor pressure vacuole formula for work newton joule incline plane motion frame of reference	Primary source Oral tradition Archaeology Anthropology Historical map Glacier Irrigation Surplus Civilization Culture Culture area Kayak Potlatch Adobe Clan Sachem Muhammad Mansa Musa Zheng He Navigation Monotheism Salvation Direct democracy Republic Feudalism Strait Circumnavigate Conquistador Plantation Mission Peninsular Mercantilism Northwest Passage Alliance Charter Pilgrim Representative government Toleration Proprietary colony Royal colony Backcountry Debtor Plantation Borderland Presidio Pueblo Legislature
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			constant speed speed friction inertia net force balanced force unbalanced force velocity acceleration average speed air resistance gravity weight Newton's 1st Law Newton's 2nd Law Newton's 3rd Law energy potential energy kinetic energy mechanical energy electromagnetic energy chemical energy hydroelectric energy nuclear energy energy transformation cells unicellular multi-cellular prokaryote eukaryote plant cell animal cell cell theory Robert Hooke organelle cell membrane cytoplasm nucleus mitochondrion chloroplast cell wall	Bill of Rights Habeas corpus Libel Apprentice Gentry Servant Triangular trade Slave code Racism Dame school Natural right Divine right Separation of powers Militia Alliance Cede Duty Boycott Petition Writ of assistance Monopoly Repeal Minuteman Resolution Preamble Grievance Guerrilla Traitor Constitution Executive Economic depression Compromise Judicial branch Ratify Amend Appeal Bill Censorship Citizen Dictatorship Dissent Federalism Habeas corpus Interest group Jurisdiction Liberal Limited government Naturalization
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			vacuole homeostasis DNA gene chromosome cell nucleus code trait section offspring carnivore omnivore herbivore primary consumer secondary consumer tertiary consumer parasitism symbiosis limiting factors pioneer species primary succession secondary succession sustainable gradual climax community microhabitat environmental disturbance stable biosphere biome deforestation renewable resources non-renewable resources inexhaustible resources extinct conservation greenhouse	Override Popular sovereignty Private property Ratify Repeal Republic Separation of powers Unconstitutional Veto Inauguration Speculator Precedent
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			effect natural selection adaptation camouflage biodiversity hibernation migration inherited traits learned behaviors mimicry autotrophic heterotrophic dichotomous key animalia eubacteria protists archaebacteria fungi plantae tissue organ organ system function structure cellular respiration spontaneous generation internal stimulus external stimulus circulatory system excretory system skeletal- muscular system digestive system reproductive system respiratory system nervous system integumentary system endocrine sys	
<b>8</b>	Anarchy Ardent	addition rule of probability	weather climate	Bond Tariff

Augment	angle bisector	atmosphere	Faction
Blasé	angle of rotation	air mass	Neutral
Desolate	association	precipitation	Impressment
Embark	bivariate data	global conveyer	Alien
Fend	Base	belt	Sedition
Panorama	Categorical data	convection	Nullify
Reception	Center of dilation	current	States' rights
Rubble	Center of	front	Laissez faire
Teem	rotation Clockwise	jet stream air	Judicial review
Tract	Clustering	pressure	Expedition
Vice Versa	Compound event	surface current	Continental divide
Vie	Congruence	specific heat	Tribute
Wrangle	Corresponding	high pressure	Embargo
Agile	angles	low pressure	Smuggling
Audacious	Corresponding	hurricane	Nationalism
Crusade	sides	El Nino cold	Blockade
Dub	Counterclockwise	front warm	Secede
Era	Coefficient	front	Charter
Exceptional	Common term	seasons	Contract
Grapple	Consistent	winter	Capitalism
Heritage	equation	spring	Interstate commerce
Legendary	Dependent	summer	Cede
Mien	system of	autumn	Self-government
Muse	equations	tilt	Suffrage
Muster	Dependent	indirect sunlight	Caucus Nominating
Pivotal	events	revolution	convention Spoils
Stamina	Dilation	rotation	system Nullification
Stance	Extrapolate	elliptical	Industrial revolution
Amiss	Elimination	counter	Factory system
Avail	method	clockwise	Capitalist
Bizarre	Exponent	hemisphere	Mass production
Chastise	Exponential	equator	Urbanization
Contagious	notation	direct sunlight	Telegraph
Culminate	Graphical	solstice	Famine
Deplore	method	equinox	Nativist
Dialect	Half turn	eclipse	Discrimination
Hover	Hypotenuse	cycle	Slave code
Loll Modify	Independent	phases of the	Spiritual
Preposterous	events	moon	Turnpike
Spontaneous	Image	waxing	Canal
Subside	Interpolate	waning	Corduroy road
Tedious	Invariant	full moon	Social reform
Balmy	Isometry	gibbous	Revival
Citadel	Function	first quarter	Temperance
Clad	Identity	new moon	movement
Fallacy	Inconsistent	crescent	Prohibition
Gingerly	equation	third quarter	
		gravitational	

Grope	Inconsistent	attraction	Abolitionist
Intervene	system of	lunar eclipse	Suffrage
Mercenary	equations	solar eclipse	Transcendentalism
Plunder	Input	tides	Individualism
Revenue	Leg	high tide	Civil disobedience
Rue	Line of best fit	low tide	Frontier
Staple	Line of reflection	neap tide	Land grand
Turbulent	Linear function	spring tide	Ranchero
Tycoon	Linear	tidal bulge	Expansion
Advocate	relationship	Big Bang Theory	Siege
Attribute	Many to many	nebula	Annex
Capacious	Many to one	star	Polygamy
Conservative	Mapping diagram	H-R diagram	Vigilance
Forfeit	Map	magnitude	Fugitive
Humane	Multiplication	galaxy	Secede
Inaugurate	rule of	spiral galaxy	Propaganda
Liberal	probability	elliptical galaxy	Border state
Plausible		irregular galaxy	Neutral
Recourse	Nonlinear	white dwarf star	Martial law
Renown	function	main sequence	Blockade
Servile	One to many	star	Ironclad
Tirade	One to one	red giant star	Casualty
Ultimate	Output	constellation	Emancipate
Wage	Point of	luminosity	Habeas corpus
Abet	intersection	black hole	Draft Income
Atrocity	Power	light year	tax Inflation
Caption	Prime	satellite	Amnesty
Discern	factorization	telescope	Freedman
Deploy	Possibility	wave	Scalawag
Evolve	diagram	electromagnetic	Impeachment
Exemplify	Pythagorean	waves	Poll tax
Fastidious	Theorem	infrared	Segregation
Feasible	Qualitative data	wave properties	Sharecropper
Inventive	Quantitative data	frequency	Grandfather clause
Minimize	Reflection	visible light	Vigilante
Perspective	Rotation	radio waves	Subsidy
Rebuke	Rate of change	microwaves	Travois
Sporadic	Relation	ultraviolet	Tepee
Voracious	Rise Run	inner core	Reservation
Barter	Scientific	outer core	Vaquero
Defect	notation	mantle	Homesteader
Dispatch	Slope	oceanic crust	Sodbuster
Doctrine	Slope-intercept	continental crust	Grange
Embargo	form	mountain range	Inflation
Flustered	Standard form of	ring of fire	Patent
Foreboding	a linear equation	fault	Assembly line
Formidable	Standard form of	sea floor	Corporation
Fortify		spreading	

Gaunt	numbers	continental drift	Monopoly
Haggard	Substitution	plate tectonic	Trust
Incense	method	theory	Collective bargaining
Inventory	System of linear	lithosphere	Urbanization
Overt	equations	asthenosphere	Tenement
Susceptible	Scale factor	convection	Settlement house
Accord	Scatter plot	subduction zone	Steerage
Antics	Statement of	divergent	Assimilation
Benign	congruence	boundary	Anarchist
Bonanza	Similarity	convergent	Realist
Cite	Simple event	boundary	Compulsory
Component	Transformation	transform	education
Concept	Translation	boundary	Civil service
Deface	Tree diagram	topographic map	Referendum
Enigma	Two way table	satellite image	Prohibition
Infinite	Unique solution	groundwater	Lynching
Lucrative	Vertical line test	surface water	Anti-Semitism
Rational	X intercept	runoff	Isolationism
Serene	Y intercept	watershed	Imperialism
Succumb		weathering	Protectorate
Transition		erosion	Isthmus
Apprehend		Deposition	Dollar diplomacy
Authority		element	Nationalism
Conscientious		compound	Militarism
Deter		chemical symbol	Reparations
Dire		chemical formula	refugees
Eventful		chemical change	
Excruciating		physical change	
Facilitate		property	
Languish		physical property	
Luminous		chemical	
Millennium		property	
Rankle		metals	
Recur		nonmetals	
Strident		metalloids	
Swelter		boiling point	
Adept		malleable	
Clarify		ductile	
Connoisseur		luster mass	
Disdain		magnetism	
Excerpt		buoyancy	
Gullible		solubility	
Indifferent		density	
Irascible		volume	
Onslaught		insulator	
Profound		conductor	
Pseudonym		melting point	
Pungent			

<p>Renounce Sage Sleek Analogy Articulate Cache Convey Crucial Decipher Disposition Eccentric Endeavor Enhance Epoch Ferret Trepidation Stint Principal Aloof Avid Commemorate Confiscate Decree Desist Encroach Flair Hindrance Imperative Institute Ovation Prodigy Sedative Ungainly Assail Awry Banter Disgruntled Durable Elite Exotic Glut Intricate Jurisdiction Pang Pioneer Pithy Porous Proficient</p>		<p>oxidation mixture chemical equation reactant product yield subscript coefficient balanced equation organic compound inorganic compound atom proton neutron electron subatomic particle atomic mass nucleus electron cloud atomic theory atomic number reactivity valance electron chemical bond periodic table group period identity periodic law decomposer producer consumer food web food chain energy pyramid predator prey calorie digestive system mouth enzyme stomach accessory organs</p>	
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			<p> small intestine  large intestine  chemical digestion  mechanical digestion  force work  geotropism  turgor pressure  vacuole  formula for work  newton  joule  incline plane  motion  frame of reference  constant speed  speed  friction  inertia  net force  balanced force  unbalanced force  velocity  acceleration  average speed  air resistance  gravity  weight  Newton's 1st Law  Newton's 2nd Law  Newton's 3rd Law  energy  potential energy  kinetic energy  mechanical energy  electromagnetic energy  chemical energy  hydroelectric energy  nuclear energy </p>	
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			energy transformation cells unicellular multi-cellular prokaryote eukaryote plant cell animal cell cell theory Robert Hooke organelle cell membrane cytoplasm nucleus mitochondrion chloroplast cell wall vacuole homeostasis DNA gene chromosome cell nucleus code trait section offspring carnivore omnivore herbivore primary consumer secondary consumer tertiary consumer parasitism symbiosis limiting factors pioneer species primary succession secondary succession sustainable gradual	
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			climax community microhabitat environmental disturbance stable biosphere biome deforestation renewable resources non-renewable resources inexhaustible resources extinct conservation greenhouse effect natural selection adaptation camouflage biodiversity hibernation migration inherited traits learned behaviors mimicry autotrophic heterotrophic dichotomous key animalia eubacteria protists archaeobacteria fungi plantae tissue organ organ system function structure cellular respiration spontaneous generation internal stimulus	
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			external stimulus circulatory system excretory system skeletal- muscular system digestive system reproductive system respiratory system nervous system integumentary system endocrine sys	
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Music	Spanish	Art	Physical Ed.
Breath management Pitch Soft palette Diaphragm Score Treble clef Bass clef Octave treble voices vocal chords larynx melody harmony solfege vowel production voice placement blend consonants articulation facial expression measure stanza note value artistry interpretation beat rhythm introduction	See the list below	<u><b>Junior Kindergarten</b></u> Three dimensions Pattern Firing Shape Clay Circle Glaze Triangle Collage Straight Design Thick Model Thin Printmaking Dotted Curved Broken Zig zag Line Portrait Landscape Cityscape Observation Color wheel Tempera Watercolor Imagination Illustrators Sculpture Kiln Kindergarten Vocabulary for Art Pattern Organic and	Heart Function Heart Rate Lung Function Respiration Temperature Aerobic Fitness Muscular Fitness Psychological Well Being Physical Well Being Predict effects of fitness Body Parts and Planes Body parts and planes (eyes, nose, neck, wrist, front, back, top bottom etc...) Non locomotor terms (bend, twist, curl etc...) Follow Directions Communication with classmates Personal space Personal and general space Follow Directions Use equipment Physical activity Hip/low Back Flexibility Wall Stretch

<p>solo duet trio quartet ensemble tone quality vibrato phrasing a capella stage presence recorder keyboard music stand staff grand staff hand position notes lines spaces rest values bar line double bar line repeat sign slur tie dynamic markings tempo markings sharps flats natural eighth note quarter note half note dotted half note whole note major key minor key music score metronome</p>		<p>geometric shapes Circle Design Square Model Rectangle Printmaking Oval Sketch Line Thick Thin Curved Straight Zig zag Tempera Watercolor Primary colors Secondary colors Color wheel Imagination Sculpture Kiln Three dimensional Firing Collage Clay Glaze First Grade Art Vocabulary Texture Pattern Organic Geometric Portrait Figure drawing Landscape Tint Shade Secondary colors Color wheel Primary colors Warm colors Cool colors Watercolor Tempera Two dimensional Three dimensional Paper mache Clay kiln Firing Glaze</p>	<p>Quad Stretch Sit and Lean Stretch Standing Hamstring Stretch Stand Quad Stretch The Cat Straight-Leg Hamstring Stretch Modified Hurdler Stretch Lying Back Stretch Arm/Shoulder Strength Modified and Regular Push up Modified Flexed Arm Hang Deltoid Push up the Dip Pull up Aerobic Fitness Abdominal/Low Back Strength Abdominal Curl/Crunches Abdominal Rotation Lying Back Extension Oblique Crunches Back Leg Extension Oblique Abdominal Exercise Back Diagonal Reach Best Effort Constructive Competition Respect For Others Following Directions Compassion For Others Responsibility Cooperation Self-Control Lift and Carry Posture Walk Run Body position Foot position Leg action Arm action Hop</p>
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		<p>Illustrators</p> <p>Community art</p> <p>Second grade art vocabulary</p> <p>Vertical relief</p> <p>Horizontal fire</p> <p>Diagonal symbols</p> <p>Symmetry brainstorm</p> <p>Outline graphic designer</p> <p>Balance layout</p> <p>Foreground</p> <p>Background</p> <p>Middle ground</p> <p>Color wheel</p> <p>Experiment</p> <p>Impressionism</p> <p>Landscape</p> <p>Expressive</p> <p>Additive</p> <p>Carve</p> <p>Texture</p> <p>Pattern</p> <p>Variety</p> <p>Overlap</p> <p>Collage</p> <p>Pinch</p> <p>Score</p> <p>Slip</p> <p>Third grade art vocabulary</p> <p>Design</p> <p>Cityscape</p> <p>Seascape</p> <p>Overlap</p> <p>Value</p> <p>Radial symmetry</p> <p>Tint Shade</p> <p>Contrast</p> <p>Color wheel</p> <p>Complement</p> <p>Additive</p> <p>Subtractive</p> <p>Firing</p> <p>Kiln</p> <p>Glazing</p>	<p>Knee Swing</p> <p>Skip</p> <p>Step Hop</p> <p>Arm and leg Swing</p> <p>Gallop</p> <p>Step close</p> <p>Slide</p> <p>Slide Action</p> <p>Body Orientation</p> <p>Leap</p> <p>Take off and Land</p> <p>Arm Swing and Lean</p> <p>Walk and leap</p> <p>Leap over obstacle</p> <p>Leap for distance</p> <p>Leap 4 times</p> <p>Leap over hurdles</p> <p>Vertical Jump</p> <p>Prep Phase</p> <p>Jump Action</p> <p>Action</p> <p>Jump for height</p> <p>Step and Jump</p> <p>Walk and jump</p> <p>Underhand strike</p> <p>Ready</p> <p>Arm action</p> <p>Distance</p> <p>Hit a target</p> <p>Batting</p> <p>Hand Placement</p> <p>Stance</p> <p>Swing</p> <p>Arm Action</p> <p>Stride</p> <p>Hit for distance</p> <p>Hit tossed ball</p> <p>Hit tossed ball for distance</p> <p>Catch Rolling Balls</p> <p>Ready Receive</p> <p>Ball Control</p> <p>Ball Slide and catch</p> <p>Slide catch and throw</p> <p>Overhand Throw</p> <p>T position</p>
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		<p>Texture Map Model Scale Architect Brainstorm Observe Landscape <b>Fourth grade art</b> vocabulary</p> <p>Zentangle pinch Contour drawing brainstorm Portraits graph Self portraits prototype Value Sketch One point perspective Horizon line Proportion Distortion Color Hue Emotion Landscape Contrast Texture Pattern Pop art Slab Texture Score Slip Firing Glaze <b>Fifth grade art</b> vocabulary Horizon line Industrial design Vanishing point functional purpose Perspective Horizontal Composition Blending Shading</p>	<p>Open to a T Pivot and twist Distance Distance and Accuracy Field and Throw Catch Fly Balls Drop and catch Toss and catch Lobbed Balls Hand position Move, catch and throw Horizontal Jump Preparation Phase Action phase Jump over obstacle Jump for distance Running Long Jump Foot Dirbble Stationary Dribble Inside Foot Dribble Foot Dribble Speed Pathways Dribble and pass Instep Kick Step and kick Backswing and Kick action Posture and Arm Swing Completion phase Hit Target Dribble and Kick Ball moves away Ball moves toward Underhand Throw Grip and stance Arm Swing and Stride Release Weight Transfer and Follow Through Hit target Distance and Accuracy Field and Throw Hand Dribble Push and catch Non-dominate Push and catch Stationary Dribble</p>
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		Value scale Vertical Diagonal Elements of design Principle or art and design Geometric Asymmetrical Symmetrical Center of interest  Focal point Pop art Realistic Media Abstract Assemblage Subtractive Additive <b><u>6<sup>th</sup> Grade:</u></b> Value Blending Composition Shadow Cast shadow Kneaded eraser Tortillion Eye level Value scale Wash Shade Tint Blot Splatter Stipple Landscape Monochromatic Bisqueware Bisque fire Glazeware Glaze fire Functional Decorative Score/ slip Bas-relief Craftsmanship Focal point <b><u>7<sup>th</sup> Grade</u></b>	Alternate hands Curved Pathway Stop, start, and change directions Forehand Strike Grip Ready forehand stroke Self Drop Pivot to Side Distance Hit Target Striking over the net Soccer Offsides Forward Midfielder Defensive Back Goalkeeper Dribble Corner Kick Penalty Kick Tackle Volleyball Bump Set Spike Dig Serve Rotation Volley Basketball Dribble Baseball Pass Chest Pass Guard  Forward Center Pick and Roll Screen Personal Fitness Pulse Heart Rate Personal Goals Arteries Veins Lifestyle
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		Pose Model Blending Hatching Crosshatching Stippling Scumbling Gesture drawing Organic/ geometric Pointillism Newsprint Color tints Color shades Kinetic Abstract Realistic Armature Mobile Stabile Layout Calligraphy Printing press <u>8<sup>th</sup> Grade:</u> Portfolio Matting Foreshortening Proportion Rendering Sgraffitto Embossing Fixative Gesso Surrealism Wash Wedge Knead Bas-relief Slip/ Score Subtractive Additive Layout Headline Tag line Spacing Focal Point Armature In the round	Aerobics Exercise Muscles Rest Floor Hockey Goalkeeper Forward Center Defenseman Blue Line Offsides Hick Sticking Roughing  Puck Slap Shot Wrist Shot Team Handball Pass Dribble Center Line Goalkeeper Forward Center Half Backs Wings Goal Area Jump Shot Dive Shot Lob Shot Kickball, Baseball, Softball Pitcher Batter/Kicker Outfield Infield Foul Ball Fair Ball Home plate Outs Strikes Balls Flag Football Downs Pass Handoff Quarterback Defense Offense
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			Flag Touchdown First Down
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**NEW BRANCHES CHARTER ACADEMY**  
JK-8 Instructional Resources

<b>Grade</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
JK	Classroom library fiction/non-fiction books Hap Palmer CDs Big books Listening center (6 headphones and adapters, 2 CD/cassette players, with many books on tape) Felt board SSRW CD Alphabet exercise DVD Puppets Videos	Developing Math Concepts in Pre-Kindergarten by Kathy Richardson Big books Class calendar/weather graph/tally sheets Pennies/Dimes Daily numbers (counts the days in the year) Buckets of pattern blocks and templates Buckets of connecting cubes and templates Various counters Oversized, soft dominos Pattern kits Counting bears with templates Large foam pattern blocks Hap Palmer CDs SSRW CD Number lines/cards	Thematic fiction and non-fiction picture books Big Books Vegetable clear root-viewing tubes Scholastic Clifford Readers Butterfly view net Classroom plants Classroom supplies	Thematic fiction and non-fiction picture books Big books Scholastic Clifford Readers Classroom jobs chart Scholastic videos Classroom supplies Maps/globes
K	journals word lists poems student readers trade books songs videos puppets	Classroom Manipulatives cubes, counters, shapes, pattern blocks, hundred charts, number lines, calendar, graphs. number cards games. cubes, counters shapes pattern blocks hundred charts number lines calendar graphs	trade books classroom caterpillars hand lens pan balance	trade books classroom supplies magazines Let's Find Out songs videos map globe

1	<p>Leveled Books Teacher Read Aloud Books (picture and chapter books) Hands on materials, posters and manipulative for specific lessons Related movies to specific topics</p>	<p>timed math fact tests for addition and subtraction. (50 problems in 10 minutes)</p>	<p>Scholastic News articles</p>	<p>Scholastic News Weekly Readers covering different education, political, environmental, and social issues.</p>
2	<p>Teacher created mini-lessons Leveled Books Teacher Read Aloud Books (picture and chapter books)</p>	<p>Everyday Mathematics Student Journals Everyday Mathematics Skills Links</p>	<p>Reading A - Z ReadWorks</p>	<p>Reading A - Z ReadWorks "Grand Rapids and Its People"</p>
3	<p>Teacher-created mini lessons and materials Various chapter books for Read Aloud G.U.M. – Grammar workbook pages Readworks.org Graphic Organizers – reading comprehension Scholastic book – Graphic Organizers for Teaching Poetry Reading for Comprehension Series – activity cards (various skills)</p>	<p>Various Manipulatives</p>	<p>Meet Michigan The Big Michigan Activity Book</p>	<p>No extra resources</p>

4	<p>Teacher created mini-lessons Leveled Books Teacher Read Aloud Books (picture and chapter books) Genre specific library</p> <p><a href="http://betterlesson.com/">http://betterlesson.com/</a> - all subjects</p> <p><b>Words Their Way – spelling program</b> 4 leveled teacher manuals <a href="http://www.spellingcity.com">www.spellingcity.com</a></p> <p>Numerous PowerPoint resources found online – for example Figurative Language PowerPoint and Simile/Metaphor PowerPoint Schoolhouse Rock – Grammar Rock</p> <p><b>Scholastic Storyworks</b> online resources at <a href="http://storyworks.scholastic.com/">http://storyworks.scholastic.com/</a> student magazine teacher lesson plan resource Word of the Week (from Really Good Stuff) Word Ladders resource book <a href="https://www.youtube.com/watch?v=mRdMYuNeAng">https://www.youtube.com/watch?v=mRdMYuNeAng</a> - Prefixes Rap – Flocabulary</p>	<p><a href="http://betterlesson.com/">http://betterlesson.com/</a> - all subjects <a href="http://www.commoncoresheets.com">www.commoncoresheets.com</a> <a href="http://www.superteacherworksheets.com/">http://www.superteacherworksheets.com/</a> <a href="http://www.xtramath.org">www.xtramath.org</a> <a href="http://www.readworks.org">www.readworks.org</a> <a href="http://www.havefunteaching.com">www.havefunteaching.com</a> <a href="http://www.k12reader.com">http://www.k12reader.com</a> <a href="http://www.superteacherworksheets.com/">http://www.superteacherworksheets.com/</a></p>	<p><a href="http://betterlesson.com/">http://betterlesson.com/</a> - all subjects <a href="http://www.readworks.org">www.readworks.org</a> <a href="http://www.havefunteaching.com">www.havefunteaching.com</a> <a href="http://www.k12reader.com">http://www.k12reader.com</a> <a href="http://www.readworks.org">www.readworks.org</a> <a href="http://www.havefunteaching.com">www.havefunteaching.com</a> <a href="http://www.k12reader.com">http://www.k12reader.com</a> <a href="http://www.superteacherworksheets.com/">http://www.superteacherworksheets.com/</a> online YouTube videos science Bill Nye the Science guy – for example The Sun, The Moon, Biodiversity, Electricity, Magnetism Magic School Bus DVDs – for example Habitats, Food Web, Electricity</p>	<p><a href="http://betterlesson.com/">http://betterlesson.com/</a> - all subjects <a href="http://www.readworks.org">www.readworks.org</a> <a href="http://www.havefunteaching.com">www.havefunteaching.com</a> <a href="http://www.k12reader.com">http://www.k12reader.com</a> <a href="http://www.readworks.org">www.readworks.org</a> <a href="http://www.havefunteaching.com">www.havefunteaching.com</a> <a href="http://www.k12reader.com">http://www.k12reader.com</a> <a href="http://www.superteacherworksheets.com/">http://www.superteacherworksheets.com/</a></p>
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	<p>Grammar</p> <p>Rap  <a href="https://www.youtube.com/watch?v=HUt mHT7DOvl">https://www.youtube.com/watch?v=HUt mHT7DOvl</a> - Suffixes  <a href="http://www.youtube.com/watch?v=Ov2v50af7bo">http://www.youtube.com/watch?v=Ov2v50af7bo</a> – irregular verbs  <a href="http://speakspeak.com/resources/english-grammar-rules/pronouns/relative-pronouns-who-which-that-whose-where-2">http://speakspeak.com/resources/english-grammar-rules/pronouns/relative-pronouns-who-which-that-whose-where-2</a> - relative pronouns</p>			
5	<p>Classroom Book Studies</p> <p><i>Seedfolks</i> by Paul Fleischman  <i>Don't Feed the Boy</i> by Irene Latham</p> <p>Class Lectures/Teacher Created Lessons</p> <p>PowerPoint Presentations</p> <p>Spelling City Student Accounts</p> <p>Common Core ELA Standards:  <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a>  Scholastic Vocabulary Packet Grades 4-8: Greek &amp; Latin Roots</p>	<p>Class Lectures/Teacher Created Lessons</p> <p>Math Games (variety- all strands)</p> <p>Fraction Manipulatives</p> <p>3 dimensional shape models</p> <p>Place value strips</p> <p>70 Must Know Bar Model Problems Workbooks</p> <p>Logic Workbooks</p> <p>Logic Puzzle Workbooks</p> <p>Khan Academy Student Accounts</p> <p>Common Core Math Standards:  <a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a></p>	<p>Class Lectures/Teacher Created Lessons</p> <p>Chrome Book Applications</p> <p>Field Trips/Activities</p> <p>Next Generation Science Standards:  <a href="http://www.nextgenscience.org/next-generation-science-standards">http://www.nextgenscience.org/next-generation-science-standards</a></p> <p>Prentice Hall Science: Human Biology &amp; Health</p>	<p>Scott Foreman: Social Studies – Building A Nation</p> <p>Pearson: Social Studies k-12 – My World Social Studies: Building Our Country</p> <p>Class Lectures/Teacher Created Lessons</p> <p>Teacher Created Powerpoint Games/Lessons Simulations</p> <p>Field Trips/Activities MI GLCEs:  <a href="http://www.michigan.gov/socialstudies">http://www.michigan.gov/socialstudies</a></p>

<p>Scholastic Vocabulary Packet Grades 4-8: Prefixes &amp; Suffixes</p> <p>Math In-Focus (content integration)</p> <p>Battle Creek Science Curriculum (content integration)</p> <p>Kent ISD: MC3 Social Studies Curriculum (content integration)</p> <p>Scott Foreman: Social Studies – Building A Nation (content integration)</p> <p>Pearson: Social Studies k-12 – My World Social Studies: Building Our Country (content integration)</p> <p>Class Lectures/Teacher Created Lessons</p> <p>Field Trip Content</p> <p>Classroom Book Studies</p> <p><i>Millions</i> by Frank Cottrell Boyce</p> <p><i>A Wrinkle in Time</i></p> <p>Adapated &amp; illustrated by Hope Larson</p> <p>K-12 Reader – Fry Sight Words:  <a href="http://www.k12reader.com/subject/sight-words/fry-words/">http://www.k12reader.com/subject/sight-words/fry-words/</a></p> <p>Class Lectures</p>			
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6	<p>word games (scrabble, word ladders,) National Geographic magazines</p>	<p>Calvin Math Grant Workshops Khan Academy Mathworksheetsland.com Commoncoresheets.com Rulers Calculators Vocabulary Word Cards Math Journals (self-made) Multiplication, Squares and Cubes Flash Cards Graphing Paper Poster Paper</p>	<p><a href="http://teacherspayteachers.com">teacherspayteachers.com</a>- labs, lessons, and power points youtube.com- educational videos and songs sharemylesson.com- labs, lessons, and power points amoebasisters.com- video pages online-stopwatch.com- timer Netflix.com-educational videos and TED talks Environ Scape demonstration model for water quality power point slides for teaching physical and life science</p>	<p>World Atlas (Library) Library Books for specific countries (project based) Chromebooks (research) Jeopardylabs.com World Map United States Map Online Maps Poster Paper Colored Pencils Rulers</p>
7	<p>Chapter book collections: <i>This Side of Paradise</i>- Layne, 40 copies <i>The Witch of Blackbird Pond</i> - Speare, 11 copies <i>The Lion, The Witch and The Wardrobe</i>- Lewis, 22 copies <i>The Cay</i>- Taylor, 18 copies <i>Swiss Family Robinson</i>- Wyss, 26 copies <i>Where the Red Fern Grows</i>- Rawles, 21 copies <i>Walk two Moons</i>- Creech, 18 copies <i>Call of the Wild</i>- London, 47 copies</p>	<p>Teacher Centered Mathematics Text from Calvin College Grant Discussion in Mathematics Text from Calvin College Grant Integrating Lit/Math Text from Calvin College Grant Various connected math lesson/ideas Calculators (non-graphing) Graph paper Number lines Mirrors for number lines and reflections Dry-Erase Boards Rulers Scissors Glue Tape</p>	<p><a href="http://teacherspayteachers.com">teacherspayteachers.com</a>- labs, lessons, and power points youtube.com- educational videos and songs sharemylesson.com- labs, lessons, and power points amoebasisters.com- video pages online-stopwatch.com- timer Netflix.com-educational videos and TED talks</p>	<p>Oakland Atlas- rubiconatlas.org Printable World Maps, Geography- printableworldmaps.net Curriculum Crafter Channel One News, channelone.com Teaching Tolerance Video Library Hammond/Peters World Atlas Social Studies- The World, Scott Foresman Civics and Economics- Prentice Hall CNN Student News</p>

	<p><i>Animal Farm</i>- Wells, 24 copies  <i>The Pearl</i>- Steinbeck, 14 copies  <i>The Westing Game</i>- Raskin, 60 copies  <i>The Outsiders</i>- S.E. Hinton, 15 copies  Additional ELA resources:  Thesaurus-Merriam-Webster, 23 copies  Intermediate Dictionaries, 4 copies  Elements of Writing Copyright 1998, 15 copies  Realms of Gold, 20 copies  Assorted Chapter books for self-selected reading, approx.375 copies  Additional Resources for 8th ELA  Flocabulary Level Blue- The Word Up Project  Flocabulary Level Yellow- The Word Up Project (review)</p>	<p>String  3-D solids (BORROWED)  Protractors (BORROWED)  Measuring tape (Borrowed)  3-D objects from around school/home  Hand made fraction manipulatives  NCTM.ORG  KhanAcadamy.org  Teacherspayteachers.org  Mathisfun.com  Scantron Practice Tests</p>		
8	<p>Chapter book collections:  <i>This Side of Paradise</i>- Layne, 40 copies  <i>The Witch of Blackbird Pond</i> - Speare, 11 copies  <i>The Lion, The Witch and The Wardrobe</i>- Lewis, 22 copies  <i>The Cay</i>- Taylor, 18 copies</p>	<p>Teacher Centered Mathematics Text from Calvin College Grant  Discussion in Mathematics Text from Calvin College Grant  Integrating Lit/Math Text from Calvin College Grant  Various connected math lesson/ideas</p>	<p><a href="http://teacherspayteachers.com">teacherspayteachers.com</a>- labs, lessons, and power points  youtube.com- educational videos and songs  sharemylesson.com- labs, lessons, and power points  amoebasisters.com- video pages</p>	<p>The American Heritage, Making of a Nation 1783-1860  The American Heritage, The Civil War Oakland Atlas- rubiconatlas.org  Curriculum Crafter  Teaching Tolerance Video Library  Printable World Maps- printableworldmaps.net</p>

<p> <i>Swiss Family Robinson</i>- Wyss, 26 copies  <i>Where the Red Fern Grows</i>- Rawles, 21 copies  <i>Walk two Moons</i>- Creech, 18 copies  <i>Call of the Wild</i>- London, 47 copies  <i>Animal Farm</i>- Wells, 24 copies  <i>The Pearl</i>- Steinbeck, 14 copies  <i>The Westing Game</i>- Raskin, 60 copies  <i>The Outsiders</i>- S.E. Hinton, 15 copies  Additional ELA resources:  Thesaurus-Merriam-Webster, 23 copies  Intermediate Dictionaries, 4 copies  Elements of Writing Copyright 1998, 15 copies  Realms of Gold, 20 copies  Assorted Chapter books for self-selected reading, approx.375 copies  Additional Resources for 8th ELA  Flocabulary Level Blue- The Word Up Project  Flocabulary Level Yellow- The Word Up Project (review) </p>	<p> Measuring Tapes (borrowed)  3-D objects from school/home  Calculators (non graphing)  Graph paper  Number lines  Mirrors for number lines and reflections  Dry-Erase Boards  Rulers  Scissors  String  Glue  Tape  3-D solids (BORROWED)  Protractors (BORROWED)  Hand made fraction manipulatives  NCTM.ORG  KhanAcadamy.org  Teacherspayteachers.org  Mathisfun.com  Scantron Practice Tests </p>	<p> online-stopwatch.com-timer  Netflix.com-educational videos and TED talks </p>	<p> CNN Student News  Channel One News, channelone.com  Hammond/Peters Historical Atlas </p>
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Music	Spanish	Art	Physical Ed.
<p>Electric keyboards  Music stands  Piano /vocal music  Staff paper  recorders</p>	<p>Reading A-Z  Hand made books,  flashcards, worksheets,  learning aids, labels etc...  Readers digest  Pobre Ana By Blaine Ray  Realidad y Fantasia  (short stories)  MWLA Conference</p>	<p>Scholastic Art Magazine  Elements &amp; Principles  posters  Various Art Posters</p>	<p>Equipment  Posters  Jump Rope for Heart  Teacher created  “Sportfolios” for 3<sup>rd</sup> -5<sup>th</sup>  Teacher created “ ICan” sheet  for K-2<sup>nd</sup>  www.pecentral .org  Teacher created unit plans</p> <p><i>Dynamic Physical Education  for Elementary School  Children, Robert Pangrazi  Physical Education Activity  Handbook, Neil Schmottlach  and Jerre McManama</i></p>

## Structure of the Guide

The guide is organized into six (6) sections. The Overview of the Program section provides subject area direction for understanding the contents of the guide.

The Components and Framework section provides a description of the program components, as well as a description of an optimum teaching/learning environment, mission statement, philosophy, goals, and benefits of the world languages program.

The Scope and Sequence section states the scope (breadth and depth) of subject content and sequence (order of presentation) to master the subject with understanding – to acquire knowledge and skill for handling key tasks in the target language. It is the overall logic for learning: a design that is back loaded from expected performances; application of the content based on clear performance goals; and a sequence that enables learning and then proficient performing. Objectives have been identified for single grade levels and / or for courses. Objectives for learners introduced at earlier grade levels may be restated at later grade levels, periodic reinforcement is necessary. The curriculum facilitates learning content incrementally, progressing by tackling increasingly complicated ideas and aspects of proficient performance.

The Program Implementation: Guidelines and Strategies section provides, in some instances, guidelines and strategies for implementing the curriculum described in the preceding sections of the guide. This section of the curriculum guide will evolve through use. In other words, teachers will incorporate illustrative lessons highlighting the standards and corresponding benchmark proficiency for the grade levels.

The Program Evaluation section provides guidelines and procedures for assessing the overall effectiveness of the curriculum program design. There are questions for program monitoring, descriptions of components of a high quality world languages program as well as indicators and factors.

The Program Resources and Materials section provides not only Internet links for students and teachers but also vocabulary for grade JK through 8th, as well as a Works Consulted. The Unit Topics Linked to 21<sup>st</sup> Century Skills Framework provides examples of specific units and topics that are linked to the Framework for 21<sup>st</sup> Century Learning. This section is intended to remain current; therefore, additions and deletions should occur on an annual basis.

The Appendices follow and include references to the Michigan Framework, ACTFL Performance Guidelines, NADSFL Characteristics of Effective Instruction, the National Standards, the Framework for 21<sup>st</sup> Century Learning, and TPR.

## Intent and Acknowledgements

### Intent

The World languages Curriculum identifies the essential knowledge and skills that prepare students to communicate in languages other than English, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of language and culture, and participate in multilingual communities at home and around the world. Authentic practice of these skills enables students to realize their potential as global citizens who think critically and solve problems using the communication and collaboration skills gained from learning world languages and cultures.

# Program Guide

## Program Components and Framework Descriptions

Curriculum guides developed for New Branches Public School Academy will include the following components:

### Learning Environment

The learning environment statement addresses the ambiance in which the students work. It is an environment which encourages active participation in listening, viewing, speaking, reading and writing in the target language. It describes the world language classroom where the student's engagement, understanding, and proficiency are nurtured.

### Philosophy

An effective curriculum design needs to incorporate a philosophy, i.e., a statement of beliefs. The philosophy reflects national trends based on research and effective practice. It also incorporates the school district's beliefs regarding the content area. Research studies, curriculum frameworks, and assessment are referenced. An effective philosophy mirrors a vision statement and prepares the system to meet the needs of its students for the 21<sup>st</sup> century.

### Goals

Goals address what students should know and be able to do after experiencing a quality curriculum in grades JK-8. Michigan's Common Core of Learning states that all educated citizens must possess a core of basic enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. Goals which are established for World Languages explain those given competencies.

### Enduring Understandings

Understandings are characterized as

- statements that summarize insights that students are expected to take away.
- inferences that students must draw, realize, or grasp, based on learning.
- insights that link facts and skills to **—big ideas|| in** meaningful ways that related to the **—real world||**.

### Essential Questions

Essential questions point to and highlight the big ideas. They serve as doorways through which learners explore the key concepts, themes, theories, issues, and problems that reside within the content. Essential questions push learners to the heart of things—the essence.

### Standards, Objectives, and Benchmarks

The standards with objectives at each grade level, once mastered, empower the student to move towards

PROGRAM GUIDE

attainment of the stated goals. Benchmarks are identified with classroom activities and / or student performances and will correspond with the standards and objectives and serve as ongoing assessments.

### **Program Implementation**

The implementation section will be dynamic. As teachers utilize the curriculum by implementing the thematic units and learning activities the lessons may change and grow

### **Program Evaluation**

Program Evaluation addresses the effectiveness of the program from a student performance stance. The effectiveness of the designated curriculum is determined by whether the students are progressively gaining proficiency in the target language. Performance behaviors are referenced in order to determine students' proficiency.

### **Resources and Materials**

The Resources and Materials section provides teachers with Internet Links and Vocabulary for grade JK thru 8<sup>th</sup> grade

## PROGRAM FRAMEWORK

### BENEFITS OF THE WORLD LANGUAGES PROGRAM

**"American students must master critical need foreign language skills for our nation to remain competitive and continue the progress in securing our nation."**

[U.S. Department of Education Fact Sheet, January 5, 2006]

The philosophy behind the teaching of world languages in our schools has changed considerably in the post 9-11 world. No longer an elective reserved for the academically talented student, world languages study has become a national priority affecting all students at all stages of development.

The U.S. Department of Education Fact Sheet on Teaching Language for National Security and Global Competitiveness states:

**"An essential component of U.S. national security in the post-9/11 world is the ability to engage foreign governments and peoples, especially in critical regions, to encourage reform, promote understanding, convey respect for other cultures and provide an opportunity to learn more about our country and its citizens. To do this, we must be able to communicate in other languages, a challenge for which we are unprepared. Deficits in foreign language learning and teaching negatively affect our national security, diplomacy, law enforcement, intelligence communities and cultural understanding. It prevents us from effectively communicating in foreign media environments, hurts counter-terrorism efforts, and hamstring our capacity to work with people and governments in post-conflict zones and to promote mutual understanding. Our business competitiveness is hampered in making effective contacts and adding new markets overseas."**

#### European Languages in the New Branches Program

Traditional world languages programs include instruction in one or more of the commonly taught European languages. Spanish is the foundation of the world language program in New Branches Public School Academy. Recent data reveals that Spanish is the official language of over 20 nations in North, Central, and South America, as well as in Spain, several nations in Africa, and in the Philippines. In addition, over 22 million people of Latin American and Spanish decent live in the United States. Spanish serves as vital links to our European cultural heritage. Spanish has solid ties to the history and culture of the United States and can be seen in our daily lives in a vast array of products and media. They are branches of the same Indo-European language family as English, have Latin as their common root, and are used widely in world trade and commerce.

#### MISSION STATEMENT

All students have the potential to communicate effectively in another language and to develop cultural understanding. It is our job to help each student attain his/her personal best proficiency level in another language.

## PHILOSOPHY

As members of the New Branches Public Schools World Language Department, we believe all students have the potential for proficiency in another language. Our primary purpose is to give students the tools necessary to develop cultural understanding and to communicate effectively in another language at home and across cultures. Through the study of another language and the communities who share this language, our students are encouraged to recognize that we live in a global society where an awareness of differences in attitudes and perspectives is a necessity for the success of humankind. Study of another language encourages critical thinking skills at various levels, including:

- connecting what they are learning in the world language classroom to other disciplines;
- comparing and contrasting language, cultures, perspectives, products, and practices of other cultures and communities with our own;
- examining, analyzing, and synthesizing information in another language.

We can best accomplish our mission by starting our world language program at the earliest point possible in the early elementary grades and to use teaching and learning strategies that encourage success and development in the five essential areas of world languages learning: **Communication, Cultures, Connections, Comparisons, and Communities**. Our final hope is that our students continue to nurture their language skills and cultural understanding throughout their lives, whether for enjoyment or work, and most importantly in order to be astute, participating members of a global society in the 21<sup>st</sup> century.

## PROGRAM GOALS

To meet the challenge of living in a global society, New Branches Public School Academy provides a language program that strives to develop students who can communicate effectively and with appropriate cultural sensitivity in at least one other language besides their native language. Additionally, we must cultivate 21<sup>st</sup> century skills so our students become astute, participating members of a global society if our country is to continue its leadership role and flourish.

The World Languages program design is based primarily on the [Michigan Department of Education World Languages Standards and Benchmarks](#), [National Standards for Foreign Language Learning in the 21<sup>st</sup> Century](#), the Framework for 21<sup>st</sup> Century Learning, and the ACTFL Performance Guidelines for K-12 Learners. These documents help us as we continually revisit our blueprint for the progressive development of essential concepts and skills in our World Languages program, Grades JK-8.

Upon their completion of world languages study in the New Branches Public School Academy, students will:

- Communicate effectively in at least one other language
- Understand what others are communicating in another language
- Present information, concepts, and ideas in another language in a way that is understood
- Understand the cultures who share another language in order to communicate effectively and function appropriately in another culture
- Use the understanding of another language and culture to reinforce and expand knowledge of other disciplines and vice versa
- Use the understanding of another language and culture to deepen understanding of that language and culture and to access and use information that would otherwise be unavailable
- Demonstrate an understanding of the similarities, differences, and interactions across languages and cultures

- Use knowledge of language and culture to enrich **one's life** and broaden opportunities

Additionally, students will exhibit global awareness by engaging in these 21<sup>st</sup> century skills on a regular basis:

- critical thinking and problem-solving skills
- collaboration skills
- information and media literacy skills
- leadership and people skills
- accountability
- personal productivity and responsibility
- social responsibility
- creativity and innovation skills
- contextual learning skills
- communications technology literacy
- ethics
- adaptability
- self-direction
- 21<sup>st</sup> century assessments

#### OPTIMUM TEACHING AND LEARNING ENVIRONMENT

As the philosophy behind the teaching of world languages has changed over the past decades, so too has world language curriculum and methodology in general. The World Languages Program in New Branches Public School Academy is living and ever-changing. As new, engaging, and effective strategies are discovered, informal sharing occurs among our world language teachers. We now take an eclectic approach to teaching and learning by mixing a variety of strategies on a daily basis. Our classrooms are much more interactive and creative than they were several years ago, since the focus has evolved from teacher centered instruction to student-centered instruction at all levels of study. We are constantly looking for new activities that will actively engage our students so they can grow in their world language skills. Although we still often ask students What do you know? We regularly assess what students are able to do with the information, materials, and skills they have been practicing.

Some of the strategies used throughout the New Branches Public School Academy world language program are based on the natural approach described in the works published by Steven Krashen<sup>1</sup> and Tracy Terrell. Acquiring language in natural, communicative situations, as we did learning our first language, helps our students develop proficiency in communicative skills. The natural approach is a precept of Krashen's theory of language acquisition in engaging, real-life situations as opposed to the traditional language learning theory which is based on rules and a conscious use of grammar. However, as students develop communicative proficiency over the years, rules and grammar do become part of the menu of learning strategies, especially as they progress to more advanced authentic readings, recordings, and viewing in class. Keeping the affective filter low in the world language classroom will boost student self-confidence and achievement according to Krashen. Our world languages teachers strive to create an environment where students are comfortable to participate and take risks with the language in an effort to become competent communicators verbally and in writing. Another Krashen theory deals with comprehensible input, where students spend a large amount of time listening, reading, and reacting to teacher input. This strategy strengthens accuracy and language production, and is used in conjunction with TPR [Total Physical Response] in the earlier stages of language learning.

World languages teachers in the elementary and middle school have integrated TPR into their teaching strategies. James Asher<sup>2</sup> is the researcher whose TPR strategies are based on listening to commands and observing and imitating teacher actions associated with them. As time progresses, this kinesthetic response to comprehensible input becomes automatic for the student. Eventually, the student will be able to create and respond aloud to commands and familiar situations without the aid of the teacher. TPRS

strategies [Teaching Proficiency through Reading and Storytelling] take this method to the next level. This method is based upon comprehensible input via storytelling by the teacher, then by group reading. Our students are exposed to a variety of readings in the target language which are appropriate to their level of development. Teachers present new material, using either gestures and/or quick translation to convey meaning then, use a questioning technique called circling where vocabulary and structure goals for the lesson are repeated and rephrased in a series of ten or more questions. Blaine Ray<sup>3</sup> has been instrumental in developing and perfecting the TPRS strategies.

Two of the four pillars of NCLB [No Child Left Behind] legislation have asked educators to be accountable for student achievement and proficiency and to use proven and effective methods in their teaching. Even before this legislation was ratified in 2002, Howard Gardner's<sup>4</sup> research on multiple intelligences has had an impact in the development of our world languages curriculum. Our premise that all children have the ability to learn a world language is based on this theory.

When planning our lessons and strategies, teachers should focus on eight different intelligences that help each child assimilate information and develop proficiency in language:

- Linguistic intelligence
- Musical intelligence
- Spatial intelligence
- Intrapersonal intelligence
- Logical-mathematical intelligence
- Bodily-kinesthetic intelligence
- Interpersonal intelligence
- Naturalist intelligence

Keeping these multiple intelligences in mind, we understand that we must also give our students the skills to survive and prosper in an ever-changing, global society. According to the Mission Statement of the Framework for 21<sup>st</sup> Century Skills,

"Every child in America needs 21st century knowledge and skills to succeed as effective citizens, workers and leaders in the 21st century. There is a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21st century communities and workplaces. To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom environments with real world environments by infusing 21st century skills."

The New Branches World Language program has embraced the vision embodied in the Framework for 21<sup>st</sup> Century Skills. Teachers have already begun to link these skills by designing authentic situations and assessments in our unit planning process, and will continue to do so as we revisit our "living, ever-changing" curriculum.

The New Branches World Language Program is driven by the goal to develop competent communicators in another language who understand other cultures. The ACTFL [American Council for the Teaching of Foreign Languages] Proficiency Guidelines and our State and National Standards and Frameworks have helped us in creating authentic activities and assessments. Both sets of standards are built around five major goals: **Communication, Cultures, Connections, Comparisons, and Communities**. Because of the valuable information contained in these guides, we have tools to help determine the level of competency of our students as they work their way to an acceptable proficiency level. We have also consistently referred to the ACTFL Performance Guidelines for K-12 Learners, which describes language performance goals at three levels of communicative development: Novice, Intermediate and Pre-Advanced Ranges. Each level has a set of criteria to help educators determine student proficiency:

How well are they understood?; How well do they understand?; How accurate is their language?; How extensive and accurate is their vocabulary?; How do they maintain communication?; How is their cultural understanding reflected in their communication?

We use all of this information as we work to create student performance indicators at each level. Additionally, the National Association of District Supervisors of Foreign Languages [NADSFL] list of Characteristics of Effective Foreign Language Teaching articulates our belief in the 5 C's of Foreign Language Learning as stated above. These characteristics also reflect "the importance of language learning strategies, diverse learning styles, the use of authentic cultural documents, and the use of technology as an instructional tool". More about the impact of these documents in our program is discussed in the previous section, and **Program Goals**.

### **Future Direction of the Spanish Program**

As we continually strive to nurture communicative and cultural proficiency in our students, we realize that there are areas that need further development for the future success of our program. They include:

- Increased frequency of elementary world languages instruction
- Continued teacher training in differentiating instruction
- Continued development of 21<sup>st</sup> Century Skills in our courses and assessments

References for the Optimum Teaching and Learning Environment section:

<sup>1</sup>Krashen, Steven. Second Language Acquisition and Second Language Learning. New York. Prentice Hall. 1981. This work is available on-line at <http://www.sdkrashen.com/>

Krashen, Stephen D. and Tracy D. Terrell. The natural approach: Language acquisition in the classroom. Hayward, CA: Alemany Press. 1983.

<sup>2</sup>Asher, James T. Learning Another Language Through Actions, Sixth Edition. Los Gatos, CA. Sky Oaks Publishing. 2003.

<sup>3</sup>Ray and Seely. Fluency Through TPR Storytelling: Achieving Real Language Acquisition in School Fourth Edition. CA. Command Performance Language Institute. 2004.

<http://www.susangrosstprs.com/articles/>

<sup>4</sup>Gardner, Howard. Frames of Mind. The theory of multiple intelligences. New York. Basic Books. 1993.

<http://www.ed.gov/nclb/overview/intro/4pillars.html>

<http://www.21stcenturyskills.org>

<http://www.nadsfl.org/characteristics.htm>

Units of Study  
and  
Performance Indicators/ Behaviors

Spanish Program  
Grades JK – 5

**New Branches Public School Academy**  
**EXPLORATORY WORLD LANGUAGES PROGRAM IN GRADES JK THROUGH 5**

**MISSION STATEMENT**

For the introductory language program JK meeting twice a week for 20 minutes and 1 - 5 meeting twice a week for 30 minutes, our mission is:

**To transmit enjoyment of another language, to introduce cultures of other countries, and to provide an opportunity for students to begin communicating in a language other than their own.**

**GOALS:**

1. To develop an interest in another language for future language study.
2. To learn basic words and phrases in another language.
3. To develop careful listening skills.
4. To respond and react to commands, questions, and verbal descriptions.
5. To compare and contrast sounds and cultural experiences in songs, chants, and rhymes and in the target language.
6. To provide a stress-free learning environment where language exploration is encouraged and enjoyed.

The following themes will be introduced and re-cycled during Grades JK through 5:

- Basic Greetings, Farewells, and Courtesies
- Colors and Other Descriptions
- Numbers (0-12) Grades 1&2; [0-30] Grades 3&4 (counting by **10's** to 100)
- Days, Months, Calendar
- Weather
- Basic TPR [Total Physical Response] actions and commands
- Basic Clothing
- Body and Health
- Home and Family

- Animals/Pets/Nature
- Food
- Culture [e.g.: through music, songs, chants, and embedded culture]

Resources for the Elementary Spanish Program:

- ❖ Hola Niños and Cuentame mas - TPRS Program
- ❖ TPRS Words Lists
- ❖ Authentic Songs, Chants, Rhymes
- ❖ Teacher-Generated Materials

UNITS OF STUDY & PERFORMANCE INDICATORS / BEHAVIORS

**New Branches Public School Academy**  
**GRADE JK – 2 SPANISH EXPLORATORY PROGRAM**

Enduring Understanding for the elementary program  
**PEOPLE EXPRESS THEMSELVES IN DIFFERENT WAYS**

SPANISH GRADES JK & 2:  
 Enduring Understanding  
**WE CAN SEE EVIDENCE OF OTHER CULTURES IN OUR HOMES AND IN OUR COMMUNITY**

Essential Questions for this program:

- |                |  |
|----------------|--|
| Communication: | How do I identify people and things in another language?                 |
| Cultures:      | What languages do people speak in Kent County?                           |
| Connections:   | Which animals live at home with families?                                |
| Comparisons:   | What are families like?  |
| Communities:   | Where do I see or hear another language spoken in or around Kent County? |

**STUDENT PERFORMANCE INDICATORS**  
**New Branches Public School Academy**  
**GRADES JK – 2 SPANISH**

**COMMUNICATION**

**Communicate in Languages Other Than English**

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<p>Interpersonal <b>Content Standard 1:</b></p> <p><b>How do I use another language to communicate with others?</b></p> <p>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange information.</p>	<p><b>Beginning/ Emerging</b> Respond appropriately to greetings and farewells; Express lack of understanding or need for repetition; Answer questions about general health</p> <p><b>Developing/ Advancing</b> Exchange greetings and farewells; introduce self; Respond to simple yes/no and either/or questions; Ask and answer information about general health</p>
<p>Interpretive <b>Content Standard 2:</b></p> <p><b>How do I understand what others are trying to communicate in another language?</b></p> <p>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</p>	<p><b>Beginning/ Emerging</b> React with gestures or drawings to verbal cues and commands</p> <p><b>Developing/ Advancing</b> React by responding aloud</p>
<p>Presentational <b>Content Standard 3:</b></p> <p><b>How do I present information, concepts and ideas in another language in a way that is understood?</b></p> <p>In at least one language other than English, students will present information, concepts or ideas to listeners or readers on a variety of topics.</p>	<p><b>Beginning/ Emerging</b> Sing or chant aloud as part of a group</p> <p><b>Developing/ Advancing</b> Sing or chant alone</p>
<p><b>CULTURES</b> <b>Gain Knowledge and Understanding of Other Cultures</b></p>	
<p><b>Content Standard 4:</b></p> <p><b>How do I use my understanding of culture to communicate and function appropriately in another culture?</b></p> <p>In at least one language other than English, students will demonstrate an</p>	<p><b>Beginning/ Emerging</b> Participate in teacher-directed age-appropriate songs, poems, and chants; Recognize appropriate gestures and oral greetings and farewells; Identify music, art, poetry or proverbs from other cultures</p> <p><b>Developing/ Advancing</b></p>

<p>understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.</p>	<p>Participate in age-appropriate songs, poems, and chants without direction; Use appropriate gestures and oral greetings and farewells; Demonstrate an understanding music, art, poetry or proverbs by reacting via drawings or gestures</p>
<p><b>CONNECTIONS</b>  <b>Connect with Other Disciplines and Acquire Information</b></p>	
<p>Interdisciplinary  <b>Content Standard 5:</b>  <b>How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</b>          In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<p><b>Beginning/ Emerging</b>          Identify animals that live at home;          Count from 0-15</p> <p><b>Developing/ Advancing</b>          Describe animals that live at home;          Identify 0-20 out of order</p>
<p>Intradisciplinary  <b>Content Standard 6:</b>  <b>How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</b>           In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</p>	<p><b>Beginning/ Emerging</b>          Experience age-appropriate material written for native speakers</p> <p><b>Developing/ Advancing</b>          React to material written for native speakers</p>
<p><b>COMPARISONS</b>  <b>Develop Insight into the Nature of Language and Culture</b></p>	
<p><b>Content Standard 7:</b>   <b>How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</b></p>	<p><b>Beginning/ Emerging</b>          Recognize cognates;          Show an awareness of the use of formal and informal language;          Report differences and similarities between the sound and writing systems of their own language and the target language</p>

<p>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p>	<p><b>Developing/ Advancing</b>  Cite examples of words borrowed from the target language;  Use formal language in some common situations;  Use the appropriate pronunciation of sounds unique to the target language</p>
<p><b>Content Standard 8:</b></p> <p><b>How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</b></p> <p>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>	<p><b>Beginning/ Emerging</b>  Demonstrate an awareness that gestures are an important part of communication;  Compare and contrast tangible products, such as toys or food, from Hispanic countries and their own</p> <p><b>Developing/ Advancing</b>  Compare simple patterns of behavior or interaction in various cultures and their own  Compare and contrast intangible products, such as fairytales and songs, from México or Costa Rica and their own</p>
<p><b>COMMUNITIES</b>  <b>Participate in Multilingual Communities at Home &amp; Around the World</b></p>	
<p><b>Content Standard 9:</b></p> <p><b>How do I use my knowledge and culture to enrich my life and broaden my opportunities?</b></p> <p>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</p>	<p><b>Beginning/ Emerging</b>  Identify where Spanish can be seen or heard;  Write and illustrate stories;  Use media in Spanish or about Hispanic cultures, such as <b>CD's</b>, CD-Roms, periodicals, and <b>DVD's</b> for enjoyment;  Read picture storybooks in Spanish</p> <p><b>Developing/ Advancing</b>  Bring in products from Central America for class observation and discussion;  Share original stories with the class;  Attend cultural events or social activities or view them in the media;  Visit websites in Spanish or about the cultures studied</p>

**New Branches Public School Academy  
GRADE 3 AND 5 SPANISH PROGRAM**

Enduring Understanding for the elementary program  
**PEOPLE EXPRESS THEMSELVES IN DIFFERENT WAYS**

SPANISH GRADES 3 - 5  
Enduring Understanding  
**WE CAN SEE EVIDENCE OF OTHER CULTURES IN AND OUTSIDE OF CONNECTICUT**

Essential Questions for this program:

- Communication: Who am I and who are my neighbors?
- Cultures: Where do Hispanic people live in Michigan and where do they come from?
- Connections: Which animals live outdoors in Michigan?
- Comparisons: When do people wear masks or costumes?
- Communities: Where do I see or hear another language spoken when I travel?

**STUDENT PERFORMANCE INDICATORS  
New Branches Public School  
GRADES 3 – 5 SPANISH**

<b>COMMUNICATION</b> Communicate in Languages Other Than English	
Interpersonal Content Standard 1: How do I use another language to communicate with others?	<b>Beginning/ Emerging</b> Respond appropriately to greetings and farewells; Express lack of understanding or need for repetition; Express feelings and general health;

<p>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange information.</p>	<p>Express likes and dislikes  <b>Developing/ Advancing</b>  Exchange greetings and farewells;  introduce self;  Respond to simple yes/no and either/or questions;  Exchange information about health and feelings;  Share likes and dislikes with each other.</p>
<p>Interpretive  <b>Content Standard 2:</b>  <b>How do I understand what others are trying to communicate in another language?</b>  In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</p>	<p><b>Beginning/ Emerging</b>  React with gestures or drawings to verbal cues and commands;  React with gestures or drawings to stories and descriptions;  <b>Developing/ Advancing</b>  React by responding aloud or in writing;  Identify main ideas and characters in stories and descriptions</p>
<p>Presentational  <b>Content Standard 3:</b>  <b>How do I present information, concepts and ideas in another language in a way that is understood?</b>  In at least one language other than English, students will present information, concepts or ideas to listeners or readers on a variety of topics.</p>	<p><b>Beginning/ Emerging</b>  Illustrate or dramatize stories;  Give key words as a description;  Sing or read aloud as part of a group  <b>Developing/ Advancing</b>  Tell or retell a story;  Describe in short phrases;  Sing or read to others</p>
<p><b>CULTURES</b>  <b>Gain Knowledge and Understanding of Other Cultures</b></p>	
<p><b>Content Standard 4:</b>  <b>How do I use my understanding of culture to communicate and function appropriately in another culture?</b>  In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational</p>	<p><b>Beginning/ Emerging</b>  Participate in age-appropriate songs and celebrations from Hispanic countries;  Recognize and use appropriate gestures and oral greetings and farewells;  Recognize situations when formal or informal is to be used;  Identify symbols of Hispanic countries, such as toys, dress or foods;  Identify music, art, poetry or proverbs of Hispanic countries  <b>Developing/ Advancing</b>  Identify cultural inferences in songs and celebrations;</p>

<p>communication.</p>	<p>Use appropriate gestures and oral expressions for common classroom interactions;          Explain the difference between formal and informal situations;          Create original products, for example, masks, based on those of Hispanic countries;          Demonstrate an understanding art by reacting via drawings or gestures</p>
<p><b>CONNECTIONS</b>  <b>Connect with Other Disciplines and Acquire Information</b></p>	
<p>Interdisciplinary  <b>Content Standard 5:</b>  <b>How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</b>          In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<p><b>Beginning/ Emerging</b>          Identify maps of Hispanic countries;          Describe the weather in different seasons;          Identify animals and insects;          Count in Spanish from 0-100;          Identify the planets          Identify the days of the week and months of the year  <b>Developing/ Advancing</b>          Locate geographical highlights and neighboring countries on a map of the Hispanic world;          Describe the weather in Hispanic countries;          Identify animals indigenous to selected Hispanic countries;          Recognize differences in the monetary systems;          Identify all the planets</p>
<p>Intradisciplinary  <b>Content Standard 6:</b>  <b>How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</b></p>	<p><b>Beginning/ Emerging</b>          Experience age-appropriate authentic magazines and books written for children  <b>Developing/ Advancing</b>          React to material written for Children whose first language is Spanish</p>

<p>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</p>	
<p><b>COMPARISONS</b>  <b>Develop Insight into the Nature of Language and Culture</b></p>	
<p><b>Content Standard 7:</b>  <b>How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</b></p> <p>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p>	<p><b>Beginning/ Emerging</b>  Recognize cognates;  Show an awareness of the use of formal and informal language;  Report differences and similarities between the sound and writing systems of their own language and the target language</p> <p><b>Developing/ Advancing</b>  Cite examples of words borrowed from the target language;  Use formal language in some common situations;  Use the appropriate pronunciation of sounds unique to the target language</p>
<p><b>Content Standard 8:</b>  <b>How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</b></p> <p>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>	<p><b>Beginning/ Emerging</b>  Demonstrate an awareness that gestures are an important part of communication;  Compare and contrast tangible products, such as toys or food, of the target cultures and their own</p> <p><b>Developing/ Advancing</b>  Compare simple patterns of behavior or interaction in various cultures and their own.  Compare and contrast intangible products, such as fairytales and songs, from the target cultures and their own</p>
<p><b>COMMUNITIES</b>  <b>Participate in Multilingual Communities at Home &amp; Around the World</b></p>	
<p><b>Content Standard 9:</b>  <b>How do I use my knowledge and culture to enrich my life and broaden my opportunities?</b></p> <p>In at least one language other than English, students will use the world</p>	<p><b>Beginning/ Emerging</b>  Identify where Spanish can be seen or heard, for example Holland, Sparta, or Grand Rapids;  Write and illustrate stories;  Use media in Spanish or about Hispanic cultures, such as CD's, CD-Roms,</p>

<p>language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</p>	<p>periodicals, and DVD's for enjoyment;  Read picture storybooks in Spanish  <b>Developing/ Advancing</b>  Bring in products from the Hispanic world or with information in Spanish for class observation and discussion, for example, electric bills, grocery labels from boxes and cans, or directions;  Share original stories with the class;  Attend cultural events or social activities or view them in the media;  Visit websites that report weather or time in Spanish or about Hispanic countries</p>
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Spanish Program  
Grades 5–8

**GRADE 5 SPANISH**

Enduring Understanding  
**EXPERIENCES AT HOME AND SCHOOL INFLUENCE MY LIFE**

Essential Questions for the year:

- Communication: What is my day like at school?
- Cultures: What is life like for a young person in Puerto Rico?
- Connections: Where is Puerto Rico located and what are some important geographical and weather characteristics of this area?
- Comparisons: How do my activities compare with those of a middle school student in Puerto Rico?
- Communities: How can I share what I learned about Puerto Rico with others at home?

THEMES	GUIDING QUESTIONS
WE ALL LIVE SOMEWHERE	What Continent do we live in? Where do you live? What is your house like? What would your house look like if you lived in Puerto Rico?
ALL CHILDREN LEARN	Where do you learn? What is school for? What do you do in school? What do you not do in school? What would school look be like if you lived in Puerto Rico?
CULTURAL CONNECTIONS FOR THE YEAR: STUDENTS WILL FOCUS ON THE CONTIENTS IN THE	RESOURCES

WORLD: LIFE IN PUERTO RICO AS WELL AS HERE IN KENT COUNTY FESTIVALS: 3 REYES MAGOS; CARNAVAL CULTURE : LOS TAINOS CONNECTIONS: GEOGRAFIA ; CIENCIAS [EL YUNQUE RAINFOREST] ; CURRENCIES AND MEASUREMENTS	<ul style="list-style-type: none"> <li>❖ ¡Cuéntame mas! [1-7] TPRS program</li> <li>❖ TPRS Words Lists</li> <li>❖ Authentic Songs, Chants, Rhymes</li> <li>❖ Spanish language CDs and Videos</li> <li>❖ Teacher-Generated Materials</li> </ul>
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UNITS OF STUDY & PERFORMANCE INDICATORS / BEHAVIORS

**GRADE 6 SPANISH**

Enduring Understanding

**ALL PEOPLE HAVE FREE TIME: HOW THEY USE IT DEPENDS ON WHERE AND HOW THEY LIVE**

2x per week for 45 minutes

Essential Questions for the year:

- Communication: What do I do in my free time?
- Cultures: What is life like living in Oaxaca, Mexico?
- Connections: Where is Oaxaca located and why is it famous?
- Comparisons: How is life in Oaxaca similar to and different from where I live?
- Communities: How can I share what I have learned about Oaxaca and how can I learn more about other places in Mexico?

THEMES	GUIDING QUESTIONS
WE ALL NEED DOWN TIME	What is free time for? What do you do in your free time?
TRAVEL IS IN EVERYONE'S LIFE	What do you do when you travel?
CULTURAL CONNECTION FOR THE YEAR: STUDENTS WILL FOCUS ON LIFE IN Central America; MEXICO FESTIVALS: DÍA DE LOS MUERTOS, EL DÍA DE	RESOURCES <ul style="list-style-type: none"> <li>❖ ¡Cuéntame mas! [8-15+] TPRS program</li> <li>❖ TPRS Words Lists</li> <li>❖ Authentic Songs, Chants, Rhymes</li> </ul>

INDEPENDENCIA, LAS POSADAS CONNECTIONS: GEOGRAFÍA AND CAPITALAS	<ul style="list-style-type: none"> <li>❖ Spanish language CDs and Videos</li> <li>❖ Teacher-Generated Materials</li> </ul>
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UNITS OF STUDY & PERFORMANCE INDICATORS / BEHAVIORS

**STUDENT PERFORMANCE INDICATORS**  
**New Branches Public School Academy**  
**GRADES 5 & 6 SPANISH**

<b>COMMUNICATION</b> <b>Communicate in Languages Other Than English</b>	
<p>Interpersonal  <b>Content Standard 1:</b></p> <p><b>How do I use another language to communicate with others?</b></p> <p>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange information.</p>	<p><b>Beginning/ Emerging</b></p> <p>Respond to greetings and farewells and frequent questions;          Follow simple instructions through actions;          Express information about general health and emotions;          Express likes and dislikes using visual cues;          Describe self, others, and objects by listing characteristics</p> <p><b>Developing</b></p> <p>Exchange names, greetings, and farewells, using appropriate cultural gestures;          Give and follow simple instructions through actions and by participating in games;          Exchange information about general health and emotions;          Exchange information about likes and dislikes of foods, activities, and various</p>

	<p>people using visual cues; Exchange descriptions of self, others, objects, and activities</p> <p><b>Advancing</b> Exchange essential information such as addresses and telephone numbers and common classroom interactions; Give and follow instructions with partners during classroom activities; Exchange and discuss information about general health and emotions; Exchange information about likes and dislikes of foods, activities, and various people; Exchange detailed descriptions of activities at home and at school</p>
<p>Interpretive <b>Content Standard 2:</b></p> <p><b>How do I understand what others are trying to communicate in another language?</b></p> <p>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</p>	<p><b>Beginning/ Emerging</b> React with gestures or drawings to verbal or written descriptions; Show comprehension of the main idea of a verbal or written story or conversation by sequencing pictures; Show limited comprehension to simple questions and statements about a verbal or written story or conversation</p> <p><b>Developing</b> Identify people or objects described in verbal or written descriptions; Express an understanding of the main idea of a verbal or written story or conversation; Respond appropriately to simple yes/no, either/or questions and statements about a verbal or written story or conversation</p> <p><b>Advancing</b> Identify qualities of the people or objects described in verbal or written descriptions; Discuss the main idea of a verbal or written story or conversation with the teacher; Respond appropriately to short-answer questions about a verbal or written story or conversation</p>

<p>Presentational <b>Content Standard 3:</b></p> <p><b>How do I present information, concepts and ideas in another language in a way that is understood?</b></p> <p>In at least one language other than English, students will present information, concepts or ideas to listeners or readers on a variety of topics.</p>	<p><b>Beginning/ Emerging</b> Convey meaning through gestures or through listing information; Prepare illustrated stories and share as part of a group; Recite or dramatize songs, short anecdotes or poems; Participate in the creation of a list of items necessary or activities that might take place in daily life in the culture studied</p> <p><b>Developing</b> Give simple presentations about self, family and friends, and familiar objects or activities; Prepare illustrated stories and share with an audience such as the class; Retell stories orally or in writing; Create a list of items necessary or activities that might take place in daily life in the culture studied</p> <p><b>Advancing</b> Exchange this information about self, family and friends, and familiar objects with others, in and outside of the class; Prepare and share stories with a partner; Tell stories based on experiences or memory orally or in writing; Use this list to create a scenario for a story about the daily life of someone who lives in the culture studied</p>
<p><b>CULTURES</b> <b>Gain Knowledge and Understanding of Other Cultures</b></p>	
<p><b>Content Standard 4:</b></p> <p><b>How do I use my understanding of culture to communicate and function appropriately in another culture?</b></p> <p>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.</p>	<p><b>Beginning/ Emerging</b> Observe simple patterns of behavior in various settings; Recognize and identify appropriate gestures and oral expressions for daily interactions; Observe and identify products and symbols of the culture studied, such as flags, important sites, toys, dress, and dwellings; Experience songs, artwork, or children's literature from the cultures studied</p> <p><b>Developing</b> Identify simple patterns of behavior in</p>

	<p>various settings, such as mealtimes and school life;          Use appropriate gestures and oral expressions when engaged in daily interactions with teacher;          Identify and describe these cultural products and symbols;          Identify or create different types of artwork similar to those enjoyed or made by peer groups in the cultures studied</p> <p><b>Advancing</b></p> <p>Discuss simple patterns of behavior in these settings;          Use appropriate gestures and oral expressions when engaged in daily interactions with classmates;          Explain the meaning of cultural symbols and selected products;          Recognize simple themes, ideas, or perspectives of the culture studied when experiencing art, songs or literature</p>
<p><b>CONNECTIONS</b>  <b>Connect with Other Disciplines and Acquire Information</b></p>	
<p>Interdisciplinary  <b>Content Standard 5:</b></p> <p><b>How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</b></p> <p>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<p><b>Beginning/ Emerging</b></p> <p>Use simple information learned in other subjects, such as numbers, colors, or structural terms such as noun and verb, when studying a world language;          Use simple information from the language studied, such as cognates, word derivatives, and coined phrases, in the study of other subjects;          Identify countries where the target language is spoken</p> <p><b>Developing</b></p> <p>Perform simple math problems in the language studied or identify nouns and verbs in sentences;          Use simple information from the language studied, such as cognates, word derivatives, and coined phrases, in the study of other subjects;          Locate these countries on a map and</p>

	<p>identify major geographical highlights</p> <p><b>Advancing</b></p> <p>Make simple conversions [for example: Temperatures, Weights and Measures];</p> <p>Use simple information from the language studied, such as cognates, word derivatives, and coined phrases, in the study of other subjects;</p> <p>Expand on geography, weather, and nature common to the areas being studied</p>
<p>Intradisciplinary</p> <p><b>Content Standard 6:</b></p> <p><b>How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</b></p> <p>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</p>	<p><b>Beginning/ Emerging</b></p> <p>Recognize various sources of information available in the language studied, such as newspapers, magazines, websites, and TV</p> <p><b>Developing</b></p> <p>Demonstrate, with assistance, the ability to access information about the language or country studied on the internet or from other media sources</p> <p><b>Advancing</b></p> <p>Use the internet or other media sources to complete specific assignments</p>
<p><b>COMPARISONS</b></p> <p><b>Develop Insight into the Nature of Language and Culture</b></p>	
<p><b>Content Standard 7:</b></p> <p><b>How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</b></p> <p>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p>	<p><b>Beginning/ Emerging</b></p> <p>Recognize and identify examples of words borrowed from one language and used in the other;</p> <p>Recognize and identify sounds and phonetics unique to the language studied;</p> <p>Recognize and identify alphabet letters and accents unique to the language studied</p> <p><b>Developing</b></p> <p>Give examples of words borrowed from the language studied;</p> <p>Demonstrate an awareness of the target language's phonetic system and how it differs from English;</p> <p>Demonstrate an awareness of the target language's alphabet and use of accents and how they differ from English</p> <p><b>Advancing</b></p> <p>Give examples of derivatives in our own</p>

	<p>language that come from the language studied;</p> <p>Reproduce the sounds unique to the language with little or no distortion when speaking;</p> <p>Correctly use spelling and accents in high frequency words</p>
<p><b>Content Standard 8:</b>  <b>How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</b></p> <p>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>	<p><b>Beginning/ Emerging</b></p> <p>Identify different forms of communication across the cultures studied, including songs, rhymes, advertisements, and symbols;</p> <p>Identify patterns of behavior across cultures that are related to family or school life, recreation, or celebrations;</p> <p>Use cultural awareness to identify with and respect peers in the cultures studied</p> <p><b>Developing</b></p> <p>Compare and contrast these different forms of communication;</p> <p>Show a knowledge of these patterns by describing young peoples' behavior at home, at school, during free time, or at celebrations;</p> <p>Share reasons why young people throughout the world have the same needs and desires</p>

	<p><b>Advancing</b></p> <p>Create a song or symbol that represents the culture studied, based on the forms of communication identified;</p> <p>Compare and contrast cultural behavior patterns in the target culture and our own;</p> <p>Explain why young people in some cultures may have different viewpoints [preferences, lifestyles] than our own</p>
<p><b>COMMUNITIES</b>  <b>Participate in Multilingual Communities at Home &amp; Around the World</b></p>	
<p><b>Content Standard 9:</b>  <b>How do I use my knowledge and culture to enrich my life and broaden my opportunities?</b></p> <p>In at least one language other than English, students will use the world</p>	<p><b>Beginning/ Emerging</b></p> <p>Identify where the language studied can be seen and heard in our community and elsewhere;</p> <p>Identify professions where knowledge of another language is an important asset;</p> <p>Identify topics related to the cultures</p>

<p>language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</p>	<p>studied found in our daily media</p> <p><b>Developing</b></p> <p>Consult various sources, including periodicals, films, Television programs, or the internet, for information in the target language; Share and discuss this information with classmates; Share important newsworthy items about the cultures studied or the people who speak the language studied with the class</p> <p><b>Advancing</b></p> <p>Communicate on a personal level with speakers of the language studied [via email, snail mail, or other means]; Invite someone who uses the language or who works with people from the cultures studied to speak to the class; Create a poster or write an article about a cultural issue or concern</p>
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## GRADE 7 SPANISH 1

Enduring Understanding

**GOOD CHOICES HELP TO CREATE A HEALTHY LIFE STYLE.**

2x per week for 45 minutes

Essential Questions for the year:

- Communication: Why do we do the things we do?
- Cultures: How do young people's activities differ throughout the Americas? How are they the same?
- Connections: How does geography affect young peoples' lifestyles in Spanish speaking America?
- Comparisons: How do sports and pastimes of young people compare within the Americas? / How do our school schedules compare with those in Spanish speaking countries?
- Communities: How can I share what I know about young people in Hispanic countries outside of the classroom?

THEMATIC UNIT	GUIDING QUESTIONS
<p>MY HOME, MY FAMILY, AND MY FRIENDS: You are most like the people you spend time with. [Refrán: Dime con quién andas y te diré quién eres.]</p>	<p>Who are you, your family, and your friends? What do you do together and where? Do you do the same kinds of activities with your friends as with family? Where do you live and who lives with you? What is the function of each room in your house? What do you do to help out at home? How do houses differ across the Americas?</p>
<p>Focus on: SOUTH AMERICA; Chile/ Puerto Rico/ República Dominicana Themes include: Home Life; Family and Friends; Relationships; Responsibilities</p>	<p>Resources for this unit: Cuenteme más: Muchacha pastor, Ratoncito del campo Readilidad y Fantasia Bienvenidos Ch 3 -5</p>

THEMATIC UNIT	GUIDING QUESTIONS
<p>ACTIVITIES DURING AND AFTER SCHOOL: What you want to do is not necessarily what you have to do. [Refrán: No dejes para mañana lo que puedes hacer hoy.]</p>	<p>What activities do you like to do after school and on weekends and why? What are your favorite subjects in school? Which activities are the most common in class? What do students do between classes? What kinds of problems are encountered during the school day? How do you invite someone? How is your school similar to and different from other schools in Spanish-speaking communities?</p>
<p>Focus on: , South America, Texas, Costa Rica Themes include: Leisure Activities and Sports; Preferences; School; Classes and Schedules; Plans and Invitations</p>	<p>Resources for this unit: Cuéntame más: Liliana y la rata; Los hipos de la llama Realidad y Fantasia Bienvenidos Ch 4-8</p>

THEMATIC UNIT	GUIDING QUESTIONS
<p>FOOD AND HEALTH: You are what you eat. [Refrán: Como dejes para mañana lo que puedes hacer hoy.]</p>	<p>When do you have your meals and what food, drinks, and dishes do you have at your meals? Where do you have lunch at school and with whom? What food choices are offered in the cafeteria? How do you order food in a restaurant? How do you</p>

	<p>ask for information or advice? How does the culture of food impact the lives of Latin American people?</p> <p>What is your daily routine like and why?</p> <p>What do you do to stay fit and healthy on a regular basis? How do you give advice to a friend or family member? What do you do when you are sick or injured?</p>
<p>Focus on: México, Argentina</p> <p>Themes Include: Food, Meals, Healthy Choices at home and eating out; Food choices in Central and South America, Incorporating a healthy lifestyle with healthy eating habits; Asking for and giving advice</p>	<p>Resources for this unit:</p> <p>Cuéntame más: Coyote y cuervo, Pelo de Pepe</p> <p>Realidad y Fantasia</p> <p>Bienvenidos ch 15 &amp;16</p>
THEMATIC UNIT	GUIDING QUESTIONS
SHOPPING	
Shopping is fun no matter where you travel.	<p>Where do you go shopping and what do you usually shop for? What items have you already purchased that are necessary for the season we are currently in? Where did you buy these things? What clothes are you wearing today? Where did you buy them? How can you request and offer information? Where are you going on vacation, how are you getting there, and what do you hope to do while away? What clothes are you going to bring and why? Where did you go over the weekend / on vacation? What did you do? How did you get there? How do your ask for and give information and directions?</p>
<p>Resources for this unit:</p> <p>Focus on: South America, Florida, Perú Themes Include: Shopping; Telling what you did; Asking for and giving information; Traveling; Telling where you went; Money and monetary transactions</p>	<p>Cuéntame más: Ratoncito del campo</p> <p>Realdiad y Fantasia</p> <p>Bienvenidos Ch 3 Ch 8</p>

7<sup>th</sup> GRADE SPANISH  
 PERFORMANCE BEHAVIORS INCLUDING STRUCTURAL CONCEPTS

DEVELOPING	EMERGING	BEGINNING
Understand and use the <b>present tense</b> using high-frequency verbs, including ser, estar, tener, ir, "hay"	Recognize and produce the <b>present tense</b> in controlled situations [go] verbs: venir, hacer, traer, poner, salir, tener] [e>ie: preferir, querer, pensar] [o>ue: poder, , contar, costar, dormir] [e>i verbs: decir, pedir, 563erver]	

	Describe daily routine using selected reflexive verbs and the time or time of day	
Describe daily routine using selected reflexive verbs and the time or time of day	Recognize and produce descriptions Using high-frequency vocabulary and selected expressions used with estar, ser and tener	
	Recognize and use descriptions to indicate present, past and future events: hoy, ahora, mañana, ayer, anoche ...	
	Understand and describe location A la izquierda de, a la derecha de, cerca de, lejos de, entre, al lado de, enfrente de, detrás de, delante de, encima de, debajo de,	
Understand and use the concepts of number and gender when describing [nouns, articles, adjectives, possessive adjectives]	Describe possession using de  Nuestro[a]/s	Vuestro[a]/s
Refer to people and things previously mentioned using subject pronouns		Vosotros
	Describe what is going to happen, needs to happen, or what you want or prefer to do using infinitive constructions: ir a; tener que; necesitar querer; preferir	Describe what has just happened Acabar de + infinitive

Describe what you like or love [me gusta, me encanta]	Describe what you like or love [me gustan, me encantan]	
Ask and answer questions using ¿Quién? ¿Qué? ¿Dónde? ¿Por qué? ¿Qué hora?	Recognize and answer questions in controlled situations ¿Cómo? ¿Cuándo? ¿Cuánto[s]? ¿A qué hora	Recognize questions in controlled situations ¿Cuál[es]? ¿Adónde? ¿De dónde?
	Recognize and use selected structural concepts including contractions [al, del]	
Use and understand numbers: 0-100	Recognize and produce numbers: 0-1000+	
	Describe past events using high-frequency activities as the focus [yo-tú-él-ella-Usted]	
	Understand and respond in controlled situations to ¿Qué hiciste? ¿Adónde fuiste?	

UNITS OF STUDY & PERFORMANCE INDICATORS / BEHAVIORS

**GRADE 8 SPANISH**

Enduring Understanding  
**EXPERIENCES AT HOME AND ELSEWHERE  
INFLUENCE YOU**

2x per week for 45 minutes

Essential Questions for the year:

Communication: Where did you go; what did you do; who were you with?  
Cultures: What are your responsibilities at home like and how might the

- Connections: be different in a Spanish-speaking country?  
 How are traditional celebrations universal across cultures?
- Comparisons: How do your life and surroundings compare with those of the countries studied this year?
- Communities: How can you stay connected to what is happening in Spanish-speaking countries?

THEMATIC UNIT	GUIDING QUESTIONS
EL HOGAR Y LOS QUEHACERES  Responsibilities at home	Where do you live and who lives with you? How can families and home life differ from one community to another? What chores do you and your family share and why do you have to do these chores?
<b>Grammar Review of:</b> Adjectives with ser; Regular verbs in the present tense; Infinitive constructions; Possessive adjectives and possession with de; Gustar; Interrogatives	Reading from TPRS Look I Can Talk More Book: Pobre Ana <b>Patricia Va a California</b>
THEMATIC UNIT	GUIDING QUESTIONS
CELEBRACIONES Festivities influence who you are	What did you and your family do during the most recent holiday or celebration? How are birthdays, weddings and other events celebrated here and elsewhere? Which celebrations are universal? Which holidays are unique to our country and which are unique to the countries you are studying? Which would be your favorite Hispanic holiday or celebration and why?
<b>Grammar focus:</b> Review and expansion of Pretérito [regular verbs, ir, hacer, dormir, dar] Introduction of Present progressive	Reader: Casi se muere
THEMATIC UNIT	GUIDING QUESTIONS
EL VIAJE Travel enriches your life	How do you ask for information and give directions? What planning is necessary when going on a trip? What similarities and differences can you identify between Grand Rapids and the town you have studied in this unit? What can you do in a big city?

<p><b>Grammar focus:</b> Giving directions to someone you know and understanding directions [informal commands]; Beginning awareness of formal commands; Review and expansion of Prepositions Cultural Focus on Spain</p>	<p>Reading: TPRS Look I can talk more – Chapter 1, ¡Qué casualidad! Reader: Casi Se Muere</p>
THEMATIC UNIT	GUIDING QUESTIONS
PROFESSIONS	What do you need to know how to do for various professions? How do you communicate a physical problem or illness to the doctor?
<p><b>Grammar focus:</b> Continued practice of Pretérito, including an introduction of –car, -gar, -zar verbs Saber [in infinitive constructions]</p>	<p>part 2 of Chapter 4 - ¡Pobre Juan! Pasó un fin de semana horrible Reading: TPRS Look I can talk more – Las citas con el doctor Realidad and Fantasia</p>
THEMATIC UNIT	GUIDING QUESTIONS
LOS PASATIEMPOS How to Rob a Bank!	What do you prefer to do during your free time? What did you do at home this morning [last night, this past weekend]? Why do people lie to their parents? What happened?
<p><b>Grammar focus:</b> Irregular pretérito [decir, estar, tener, leer, poner, traer, venir, ver]</p>	<p>Vocabulary from TPRS Word Lists and Mini-cuentos about El chico que llegó tarde Reader: El viaje de su vida</p>
THEMATIC UNIT	GUIDING QUESTIONS
CUANDO ERA NIÑO When I was a child	What were you like as a child? What did you used to do?
<p><b>Grammar focus:</b> Imperfecto</p>	<p><b>Resources for this unit:</b> <b>Realidad y Fantasia</b> <b>Reader: El Nuevo Houdini</b></p>

GRADE 8 SPANISH COURSE  
PERFORMANCE BEHAVIORS INCLUDING STRUCTURAL CONCEPTS

Advancing	Developing	Beginning/Emerging
Understand and communicate about personal experiences and events in the present, past,	Understand and produce information about ongoing experiences and events in the present:	Recognize and understand ongoing events in the past in selected passages: imperfecto, pretérito,

future, and also what just happened: presente, pretérito, futuro falso, acabar de	presente progresivo	futuro
Understand and communicate using linguistically appropriate structures using infinitives: ir a / tener que / tener ganas de / querer /necesitar / desear / deber / saber /etc.	Recognize, understand, and produce certain grammatical structures unique to the language in order to give detailed information: verbs followed by prepositions + infinitivo: Salir a/de/para; llegar a/de; entrar en; venir de	
Discuss daily routine in a variety of timeframes: reflexive construction used in simple and infinitive verb constructions		Refer to people other than the subject of a sentence: personal a
Ask for and give information: interrogatives		
Clarify location and direction: prepositions [cerca de/lejos de; enfrente de/delante de/detrás de; etc.		
	Recognize and refer to people or things mentioned previously using direct and indirect object pronouns	Refer to multiple people or things mentioned previously using direct and indirect object pronouns
	Recognize and produce details of a situation or story by using culturally appropriate structures: ser/estar ; saber/conocer; al; del;	
Tell someone familiar to do [or not to do] something in certain situations Affirmative and negative informal commands [regular]	Tell an adult or stranger to do [or not to do] something in certain situations Affirmative and negative formal commands [regular] [some irregular forms]	
Understand and use description to embellish	Understand and produce description to embellish	

communicative skills: adverbs of quantity, frequency and time; possessive adjectives and possession with <u>de</u> '	communicative skills: short form of adjectives- buen, mal, gran; demonstrative adjectives; possessive pronouns; ordinal numbers	
	Refer to specific objects and people: demonstrative adjectives	Recognize reference to specific objects and people Demonstrative pronouns
Communicate using culturally appropriate idioms: tener años, sed, hambre, frío, calor, miedo, etc.	Discuss a variety of weather conditions: hace / hay	
Express likes and dislikes using appropriate structures: me/te/le/les gusta[n]/encanta[n]/etc		Recognize references to people and objects previously mentioned by using selected direct and indirect object pronouns
	Prepositional Pronouns Para mí, ti, etc.	
Compare and contrast: más, menos, tan – tanto	Compare and contrast: peor, mejor, -ísimo[a]	
	Clarify duration and time span: hace + presente	Clarify duration and time span of past events hace + pretérito

**STUDENT PERFORMANCE INDICATORS**  
**New Branches Public School Academy**

GRADES 7 & 8 SPANISH

**COMMUNICATION**  
**Communicate in Languages Other Than English**

Interpersonal

**Content Standard 1:**  
**How do I use another language to communicate with others?**

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange information.

**Beginning**

Use common greetings but show difficulty exchanging basic information;  
Understand simple instructions and commands, but show difficulty in giving commands and instructions to others;  
Describe people and things using a repetition of basic vocabulary;  
Describe simple activities;  
Express likes and dislikes

**Emerging**

Exchange greetings and basic information with others;  
Give and follow simple classroom instructions;  
Describe people, places, and possessions  
Exchange information about favorite activities;  
Express preferences as well as likes and dislikes

**Developing**

Exchange information about current routines, experiences, and upcoming events;  
Give and follow simple directions in authentic situations;  
Purchase goods in authentic situations within the classroom;  
Work collaboratively to plan an activity to be carried out in the target language;  
Exchange information about preferences and opinions

**Advancing**

Exchange information about experiences from their recent past;  
Give and follow directions to travel from one place to another and ask questions for clarification;  
Request information in order to make an informed decision;  
Evaluate team effort and identify ways to improve.

**Beginning**

Use common greetings but show difficulty exchanging basic information;

	<p>Understand simple instructions and commands, but show difficulty in giving commands and instructions to others;  Describe people and things using a repetition of basic vocabulary;  Describe simple activities;  Express likes and dislikes</p> <p><b>Emerging</b></p> <p>Exchange greetings and basic information with others;  Give and follow simple classroom instructions;  Describe people, places, and possessions  Exchange information about favorite activities;  Express preferences as well as likes and dislikes</p> <p><b>Developing</b></p> <p>Exchange information about current routines, experiences, and upcoming events;  Give and follow simple directions in authentic situations;  Purchase goods in authentic situations within the classroom;  Work collaboratively to plan an activity to be carried out in the target language;  Exchange information about preferences and opinions</p> <p><b>Advancing</b></p> <p>Exchange information about experiences from their recent past;  Give and follow directions to travel from one place to another and ask questions for clarification;  Request information in order to make an informed decision;  Evaluate team effort and identify ways to improve communication in the target language;  Exchange thoughts or opinions about people, activities and events in their personal lives</p>
<p>Interpretive  <b>Content Standard 2:</b>  <b>How do I understand what others are trying to communicate in another</b></p>	<p><b>Beginning</b></p> <p>Show an understanding of some of what is heard or read;  Rely on verbal and non-verbal cues to react and respond to written and auditory passages</p>

<p><b>language?</b></p> <p>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics</p>	<p><b>Emerging</b> Identify people and objects in their environments based on descriptions heard or read by a familiar voice; Restate what has been heard or read</p> <p><b>Developing</b> Identify the main characters and ideas in written or auditory passages; Respond to subjective questions about the passage heard or read</p> <p><b>Advancing</b> Identify significant details from written and auditory passages; Respond to objective questions about the passage</p>
<p>Presentational <b>Content Standard 3:</b> <b>How do I present information, concepts and ideas in another language in a way that is understood?</b></p> <p>In at least one language other than English, students will present information, concepts or ideas to listeners or readers on a variety of topics.</p>	<p>List words heard or read in a story; Participate in a collaborative process to illustrate a story; Describe a photo, picture, or picture story using lists; List daily activities and chores at home and at school</p> <p><b>Emerging</b> Retell a story learned in class; Work collaboratively to illustrate a story with a partner or team; Describe a photo, picture, or picture story using familiar words and expressions; Describe daily activities and chores at home and at school;</p> <p><b>Developing</b> Tell or retell an original story incorporating familiar words and expressions studied in class; Work collaboratively to create an original story for the enjoyment of classmates; Write and exchange messages that give information about self, family and familiar situations; Keep a journal of daily activities and routines</p> <p><b>Advancing</b> Discuss cultural inferences found in the story created; Create and present an original story to the class using technology to enhance the presentation; Write or record messages to exchange with native speakers; Keep a journal describing your activities during the previous week-end or vacation</p>

<b>CULTURES</b> Gain Knowledge and Understanding of Other Cultures	
<b>Content Standard 4:</b> <b>How do I use my understanding of culture to communicate and function appropriately in another culture?</b>  In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.	<b>Beginning</b> Identify patterns of behavior of peers in Grand Rapids; Cannot identify authentic products produced or found in the target culture; Does not complete tasks required to study the art, literature, music, dance, etc, of the cultures studied <b>Emerging</b> Observe and identify patterns of behavior or interaction typical of young teenagers in the cultures studied; Identify authentic products, such as food, homes, clothing, and games, produced or found in the target culture; Experience or read about art, literature, music, dance, etc, from the cultures studied <b>Developing</b> Compare and contrast patterns of behavior or interaction typical of young teenagers in the cultures studied; Create an advertisement for or critique of a product unique to the culture studied; Describe the significance of certain forms of art, literature, music, dance, etc, from the cultures studied <b>Advancing</b> Discuss patterns of behavior or interaction typical of young teenagers in the cultures studied; Discuss the significance of authentic products produced or found in the target culture; Discuss or create an example of the art, literature, or music typical of the culture studied
<b>CONNECTIONS</b> Connect with Other Disciplines and Acquire Information	
Interdisciplinary	<b>Beginning</b> Respond to simple questions about weather; Count in the target language;

<p><b>Content Standard 5:</b>  <b>How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</b></p> <p>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<p>Identify simple cognates found in the language studied;  List foods and beverages that are part of the American diet  <b>Emerging</b>  Identify geographical and weather conditions;  Identify conversion of common weights and measures associated with students' everyday life;  Identify cognates in passages read and heard;  List foods, beverages, and dishes that are common in the cultures studied  <b>Developing</b>  Connect knowledge of geography and weather to the countries studied in this course;  Make simple conversions in temperatures, weights and measures, and monetary systems;  Show an understanding of cognates and their importance in language;  Compare and contrast eating habits of the cultures studied and their own  <b>Advancing</b>  Explain importance of geography and weather with regard to the culture and traditions practiced in the cultures studied;  Create an authentic situation where the monetary system studied is exchanged for goods or services;  Explain the meaning of cognates and why they have become a part of our language or the language studied;  Discuss healthy eating and life styles</p>
<p>Intradisciplinary  <b>Content Standard 6:</b>  <b>How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</b></p> <p>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</p>	<p><b>Beginning</b>  Use teacher-generated materials and classroom resources;  Observe teacher or peers search for information about the target language and culture  <b>Emerging</b>  Access information about the target culture using multiple age-appropriate media resources;  Search for information about the language and culture in a guided learning environment  <b>Developing</b></p>

	<p>Use multiple, age-appropriate resources to access and use information about the language and culture studied;  Show skills necessary to search independently for information on the Internet about the language and culture studied</p> <p><b>Advancing</b>  Use multiple age-appropriate media resources to expand their understanding of the target culture and integrate it with their existing knowledge base;  Use the Internet to obtain information for activities and reports completed inside and outside of the classroom or lab</p>
<p><b>COMPARISONS</b>  Develop Insight into the Nature of Language and Culture</p>	
<p><b>Content Standard 7:</b>  <b>How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</b></p> <p>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p>	<p><b>Beginning</b>  Show a recognition of idiomatic expressions;  Show an awareness of classroom and teacher generated resources that highlight multicultural themes and characters;  Participate in collaborative group storytelling;  Show difficulty in differentiating sounds unique to the language studied</p> <p><b>Emerging</b>  Identify and use some common idiomatic expressions studied;  Use classroom and teacher-generated resources that highlight multicultural themes and characters;  Use oral and written language to construct original stories alone or in groups;  Report similarities and differences in the writing and sound systems of their own language and the language studied</p> <p><b>Developing</b>  Identify, use, and rephrase idiomatic expressions in the language studied;  Access and use printed material that includes multicultural themes and character in fiction and nonfiction readings;  Use oral and written language to construct original stories based on fact or fiction;  Demonstrate an awareness that languages have critical written and sound distinctions</p>

	<p><b>Advancing</b>  Show an understanding of how idiomatic expressions affect communication and culture;  Independently access printed material that includes multicultural themes and character in fiction and nonfiction readings  Use oral and written language to relate their own experiences and construct their own stories;  Demonstrate an awareness that these distinctions must be mastered in order to effectively communicate in the language studied</p>
<p><b>Content Standard 8:</b>  <b>How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</b></p> <p>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>	<p><b>Beginning</b>  Observe visual art forms and music from across the cultures studied;  Observe products, such as foods, clothing, architecture and/or everyday articles, unique to the countries and cultures studied;  Observe traditions and celebrations unique to the cultures studied;  Observe new information about cultural activities in teacher-generated and paired activities;  Recognize people and products from the cultures studied</p> <p><b>Emerging</b>  Identify visual art forms and music from across the cultures studied;  Identify products, such as foods, clothing, architecture and/or everyday articles, unique to the countries and cultures studied;  Identify traditions and celebrations unique to the cultures studied;  Access new information about cultural activities of the people and communities studied this year;  Demonstrate an understanding of the people in the cultures studied</p> <p><b>Developing</b>  Compare and contrast visual art forms and music from across the cultures studied;  Compare and contrast these products unique to the countries and cultures studied;  Investigate and report on cultural traditions and celebrations, such as birthdays, festivals, and religious ceremonies;</p>

	<p><b>Beginning</b>  Observe visual art forms and music from across the cultures studied;  Observe products, such as foods, clothing, architecture and/or everyday articles, unique to the countries and cultures studied;  Observe traditions and celebrations unique to the cultures studied;  Observe new information about cultural activities in teacher-generated and paired activities;  Recognize people and products from the cultures studied</p> <p><b>Emerging</b>  Identify visual art forms and music from across the cultures studied;  Identify products, such as foods, clothing, architecture and/or everyday articles, unique to the countries and cultures studied;  Identify traditions and celebrations unique to the cultures studied;  Access new information about cultural activities of the people and communities studied this year;  Demonstrate an understanding of the people in the cultures studied</p> <p><b>Developing</b>  Compare and contrast visual art forms and music from across the cultures studied;  Compare and contrast these products unique to the countries and cultures studied;  Investigate and report on cultural traditions and celebrations, such as birthdays, festivals, and religious ceremonies;  Use new information to demonstrate an awareness of culture based on daily activities of peers in the cultures studied;  Demonstrate empathy and respect for people of other cultures</p> <p><b>Advancing</b>  Speculate on why certain visual art forms and music are native to the cultures studied;  Speculate on why certain products are native their country and to the countries and cultures studied;  Compare and contrast cultural perspectives concerning coming of age celebrations and/or work habits in the target culture and their own;  Use new information to demonstrate an awareness that they, too, have a culture, based on comparisons of the cultures studied and their own;  Use new information and perspectives to compare and contrast their experiences with</p>
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	those of their peers in the cultures studied
<p><b>COMMUNITIES</b>  <b>Participate in Multilingual Communities at Home &amp; Around the World</b></p>	
<p><b>Content Standard 9:</b>  <b>How do I use my knowledge and culture to enrich my life and broaden my opportunities?</b></p> <p>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</p>	<p><b>Beginning</b>  Exchange lists of vocabulary concerning family, school, food, and leisure activities;  List Professions that may need a second language to communicate with others;  Recognize or experience age-appropriate media that have cultural ties to the countries studied</p> <p><b>Emerging</b>  Exchange information about family, school, food, and leisure activities in oral or written form in the language studied;  Identify professions that may need a second language in order to communicate with others;  Identify cultural or language ties to popular age appropriate media, such as songs, films, and games</p> <p><b>Developing</b>  Discuss family, school, food, and leisure activities in the language studied in oral or written form; Identify members of the local professional community who may use the target language in their daily business activities;  Use various age-appropriate media from the target language or cultures for enjoyment or entertainment</p> <p><b>Advancing</b>  Discuss preferences concerning leisure activities and current affairs in oral or written form in the language studied;  Interact with these people in order to learn how they use the target language in their various fields of work;  Review or consult various printed and electronic material in the target language for enjoyment</p>

TPR:  
After forty years, still a very good idea

Advance copy of an article which will appear in a future edition of the ETJ Journal,  
a professional publication for teachers of English in Japan.

## TPR: After forty years, still a very good idea

BY JAMES J. ASHER

Dr. James J. Asher is the originator of the Total Physical Response (TPR). Dr. Asher has demonstrated how to apply TPR for best results at more than 500 elementary, secondary schools and universities around the world, including a 1983 lecture tour in Japan sponsored by JALT. He is the recipient of many awards for excellence in teaching and research. He is an emeritus professor of psychology and former associate dean at San Jose State University in San Jose, California.

Way back in 1965, I demonstrated a powerful linguistic tool in a pioneer experiment using the Japanese language with my research associate, Dr. Shirou Kunihiro. That tool is the Total Physical Response, now known worldwide as simply, TPR. Since that time, scores of language classes using TPR in countries around the world have enjoyed successful results for students acquiring European, Asian, Indian and Semitic languages.

### Why comprehension is important

TPR research opened up the concept that for children and adults acquiring another language in school, success can be assured if comprehension is developed before speaking. One important reason: Everywhere on earth in all languages throughout history, there is no instance of infants acquiring speaking before comprehension. Comprehension always comes first with speaking following perhaps a year later.

A second reason is that talking and comprehension are located in different parts of the brain. Talking comes from Broca's area located in the frontal lobe of the left brain. If there is damage in Broca's area, one may understand what people are saying but the person is unable to speak. Understanding or comprehension takes place in Wernicke's area located in the temporal lobe. If there is damage to Wernicke's area, one can speak but has difficulty understanding what others are saying. This has significance for language instruction, which I will explain next. **Beware of "brain overload".**

When the instructor in traditional classes asks students to "Listen and repeat after me!" this may be brain overload because both the frontal lobe and the temporal lobe in the brain light up at the same time resulting in slow-motion learning with short-term retention. (Noted educator, Leslie Hart, calls "brain overload" a type of brain antagonistic instruction.)

**Well then, if comprehension is important, how about using translation to help students comprehend?**

Unfortunately, translation does not help most students because there is no long-term understanding. When students translate, there is short-term comprehension which is erased the moment the student leaves the classroom, if not sooner. The problem with translation is that the instructor has made an assertion, which the critical left-brain of the student perceives as a "lie."

For example, to claim that this is a "desk" and this is a "chair" and this is a "window" is absurd in the student's brain. The student, along with all other students in the classroom, have thousands of life experiences that validate this as "tsukue" and this as "isu" and this as "mado." Students simply do not believe the assertions by the instructor.

**What is the alternative to translation?**

TPR is a powerful alternative to translation because we create experiences in the classroom that are "believable." If we ask students to be silent, listen to a direction and do exactly what the instructor does, we have created a "fact" which cannot be dismissed by the critical side of the student's brain.

Here is an example of how the student's brain is processing information at lightning speed: If "stand" does not mean to rise up from my chair, why did my body actually go from sitting to standing when I heard the instructor say, "Stand"? If "walk" does not mean to move forward, why did my body walk forward when the instructor said, "Walk"? These strange utterances must be valid. TPR creates facts, which make for long-term comprehension. At lightning velocity, the student's brain processes information like this: "I actually stood up when the instructor uttered the alien direction: 'Stand.' It is a fact. It is true. It actually happened; therefore, I can store this in long-term memory." The result is TPR can achieve long-term retention in a few trials, often in one- trial.

**How to present a believable sample of the target language**

Now I must refer you to these books: My first book: **Learning Another Language Through Actions** (in the 6th edition) and Ramiro Garcia's **Instructor's Notebook: How to apply TPR for best results** (in the 4th edition). I recommend that you follow the advice of Jim Martinez who successfully taught English in a private school in Argentina: "Read

each book six times and each time you will discover something you did not know before about TPR."

### **Once students actually understand, then what?**

Once they understand, you can then use this skill to move over into Broca's area of the left brain with traditional exercises in speaking, reading, and writing. Then return to the right brain with more TPR to understand another sample. Then use that understanding to switch to speaking, reading, and writing.

### **The first order of business**

The first objective in any excellent language program is enabling students to be comfortable and confident with the sounds, the grammatical patterns, and semantics of the new language. That can be accomplished with students of all ages including adults using concrete nouns, adjectives, verbs, prepositions, and adverbs.

Do not underestimate the power of the concrete in acquiring another language. Every one of us did it with our native language. One can acquire true fluency at a concrete level.

### **How about abstractions**

Abstractions will come later, not necessarily by direct instruction but in the context of discourse. Traditional textbooks, in my opinion, are notorious for trying unsuccessfully to force understanding of abstractions before students are ready.

Notice that when children acquire their first language, they become fluent native speakers at a concrete level of discourse; then gradually acquire abstractions in context or by asking direct questions such as: "Mother, what does 'government' mean?" Mother then explains using simple language that the child understands.

To break language apart into artificial categories such as phonology, vocabulary, grammar and semantics is of keen interest to teachers, but of no concern to students — because in the process of achieving fluency with TPR, they internalize everything simultaneously with no analysis, in the same way that children acquire their first language. Analysis into artificial categories is fine to "polish" the target language for advanced students who are already fluent, but not for beginners or even intermediate students.

I do recommend, however, that five or ten minutes at the end of a session be open to curious students who prefer to ask questions about pronunciation or grammar.

### **Does TPR really help students with grammar?**

It does. Eric Schessler's **English Grammar through Actions** is a fine little book showing how to TPR 50 grammatical features in English. We recommend that you use this as a supplement as you go along for pinpoint instruction of specific grammatical features.

With TPR, students understand grammar in the right brain but cannot tell you how grammar works. If your intent is getting specific points of grammar into the left brain for analysis, then Schessler's book can help.

Remember, the right brain internalizes without analysis for high-speed learning. The critical left-brain must analyze everything, which makes for agonizingly slow-motion learning. Excellent guidelines to keep in mind for teaching any subject come from Leslie Hart who calls left brain learning "brain antagonistic" instruction while right brain learning is "brain compatible" instruction. (For more on right-left brain research discoveries in more than 4,000 studies, read my books: **Brainswitching: Learning on the Right Side of the Brain** and **The Super School: Teaching on the Right Side of the Brain.**)

### **How to make the transition to speaking, reading, and writing**

After ten to twenty hours of TPR instruction, role reversal is one way to make the transition (students assume the role of instructor to direct you and other students). Student-created skits, which they write and act out, are another way. Storytelling is a third option along with traditional pattern drills, and dialogues.

The books I mentioned will show you step-by-step how to be successful with role reversal and skit creation. Some new books by Blaine Ray (for high school and adults) and Todd McKay (for elementary and middle school) (see references below) show how to make the transition from classical TPR to TPR Storytelling (TPRS).

### **How to get started with TPR**

Once you have read the books I recommend and you find TPR an attractive option, how should you begin? First, make no dramatic changes in what you are now doing. Sample a lesson or two from my book or Garcia's book with your own children or your neighbor's children. If neither is available, then try a lesson or two with your students. This will accomplish three things:

1. You become convinced that the approach really works;
2. You build your self-confidence because you can do it successfully; and
3. You smooth out your delivery.

Remember, the more you play with TPR— yes, I said "play," the more insight you will gain about how this phenomenon really works.

Try TPR with your students for only five or ten minutes to introduce new material. If you and your students are pleased with the result, try again in the next class meeting with another five or ten minutes.

### **Here are two more tips on using TPR:**

1. To escape cerebral overload, students should be silent when they experience TPR. Don't ruin the experience by demanding that they repeat every direction you have uttered.
2. Use TPR only for new material that students have never experienced before. Of course, keep the sample at a concrete level rather than abstractions, which should be delayed until students are further along in the program.

### **TPR Issues for Teachers in Japan**

For instructors who have limited skill in spoken English, the key, I think, is intelligibility. If the instructor's English is not perfect but intelligible, students will benefit from TPR experiences. They will have something to work with which can be "polished" later by interacting with native speakers. This is my opinion, which is open to further research.

### **Student Pronunciation**

Most studies converge on this conclusion: If you start a second language program before puberty, children have a high probability of achieving a near-native or even native accent. After puberty, students can still acquire another language but most all will have some accent even if they live for fifty years in another country where the language is spoken.

There is another intriguing fact about the right side of the brain: The right brain can process information coming in on parallel tracks while the left brain is limited to one track. This has profound implications for acquiring other languages in school. If we use the powerful tool of TPR for understanding on the right side of the brain, then it makes sense to start students in elementary school with several languages, which the right brain can easily handle without interference.

If elementary school teachers apply TPR skillfully, students can graduate from the 8th grade understanding with two, three, or four languages, which can be further "polished" in high school bringing students to fluency. Remember, the earlier we start internalizing other languages, the higher the chances of acquiring a near native or even a native accent in each of those **languages**.

## Working with mandated textbooks

You are directed to use a traditional textbook selected by the Japanese Ministry of Education. Now what?

You and your students can still benefit from TPR. The following suggestion comes from Dr. David Wolfe who was successful as supervisor of Foreign Language Instruction in the Philadelphia School System and professor of Languages at Temple University. Dr. Wolfe recommends: Comb the book to list all adjectives, adverbs, verbs, and nouns that students can internalize with TPR. Do this before your students even open the book. Then when students open the book for the first time, they encounter only "friendly creatures." This strategy transforms a "fearful" textbook into an attractive book that is an exciting challenge to students.

Here is a secret I will share with you: If I were the Japanese Minister of Education I would select Stephen Silver's **Listen and Perform** book for elementary and middle school children learning English, and follow up with Todd McKay's **TPRS Storytelling** books. For high school and adults, I would select Dr. Francisco Cabello's **TPR in First Year English** followed by Blaine Ray's **Look I Can Talk** series of TPR storytelling books. That plan would insure extraordinary success for at least 95 percent of students. For additional insurance that the plan will be successful nationwide, I would offer sophisticated TPR and TPRS workshops for language teachers. For more articles about TPR, information about upcoming TPR workshops worldwide, and how to order TPR books mentioned in this article, visit [www.tpr-world.com](http://www.tpr-world.com). For a printed copy of the TPR Catalog, download from the web or contact:

Sky Oaks Productions, Inc.  
P.O. Box 1102  
Los Gatos, CA 95031 USA  
Phone: 1-408-395-7600  
Fax: 1-408-395-8440  
e-mail: [tprworld@aol.com](mailto:tprworld@aol.com)

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ACTFL Performance Guidelines  
for  
K -12 Learners

## ACTFL Performance Guidelines For K-12 Learners

Novice Learner Range Grade K-4 or Grade 5-8 or Grade 9-10	Intermediate Learner Range Grade K-8 or Grade 7-12 or Grade 9-12	Pre-Advanced Learner Range Grade K-12
<b>Comprehensibility:</b> How well are they understood?	<b>Comprehensibility:</b> How well are they understood?	<b>Comprehensibility:</b> How well are they understood?
<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Rely primarily on memorized phrases and short sentences during highly predictable interactions on very familiar topics;</li> <li>• Are understood primarily by those very accustomed to interacting with language learners;</li> <li>• Imitate modeled words and phrases using intonation and pronunciation similar to that of the model;</li> <li>• May show evidence of false starts, prolonged and unexpectedly-placed pauses, and recourse to their native language as topics expand beyond the scope of immediate needs;</li> <li>• Are able to meet limited practical writing needs, such as short messages and notes, by recombining learned vocabulary and structures to form simple sentences on very familiar topics.</li> </ul> <p><b>PRESENTATIONAL</b></p> <ul style="list-style-type: none"> <li>• Use short, memorized phrases and sentences in oral and written presentation;</li> <li>• Are understood primarily by those who are very accustomed to interacting with language learners;</li> <li>• Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics;</li> <li>• May show evidence of false starts, prolonged and unexpectedly-placed pauses, and recourse to their native language as topics expand beyond the scope of immediate needs;</li> <li>• Show abilities in writing by reproducing familiar material;</li> <li>• Rely heavily on visuals to enhance comprehensibility in both oral and written presentations.</li> </ul>	<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time;</li> <li>• Are understood by those accustomed to interacting with language learners;</li> <li>• Use pronunciation and intonation patterns which can be understood by a native speaker accustomed to interacting with language learners;</li> <li>• Make false starts and pause frequently to search for words when interacting with others;</li> <li>• Are able to meet practical writing needs, such as short letters and notes, by recombining learned vocabulary and structures demonstrating full control of present time and evidence of some control of other time frames.</li> </ul> <p><b>PRESENTATIONAL</b></p> <ul style="list-style-type: none"> <li>• Express their own thoughts, describe and narrate, using sentences and strings of sentences, in oral and written presentations on familiar topics;</li> <li>• Use pronunciation and intonation patterns that can be understood by those accustomed to interacting with language learners;</li> <li>• Make false starts and pause frequently to search for words when interacting with others;</li> <li>• Communicate oral and written information about familiar topics with sufficient accuracy that listeners and readers understand most of what is presented.</li> </ul>	<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Narrate and describe using connected sentences and paragraphs in present and other time frames when interacting on topics of personal, school, and community interest;</li> <li>• Are understood by those with whom they interact, although there may still be a range of linguistic inaccuracies, and on occasion the communication partner may need to make a special effort to understand the message;</li> <li>• Use pronunciation and intonation patterns that are understandable to a native speaker unaccustomed to interacting with language learners;</li> <li>• Use language confidently and with ease, with few pauses;</li> <li>• Are able to meet practical writing needs such as letters and summaries by writing descriptions and narrations of paragraph length and organization, showing sustained control of basic structures and partial control of more complex structures and time frames.</li> </ul> <p><b>PRESENTATIONAL</b></p> <p>Report, narrate and describe, using connected sentences, paragraph-length and longer forms of discourse, in oral and written presentations on topics of personal, school, and community interest;</p> <ul style="list-style-type: none"> <li>• Use pronunciation and intonation patterns that are understood by native users of the language, although the listener/reader may on occasion need to make a special effort to understand the message;</li> <li>• Use language confidently and with ease, with few pauses;</li> <li>• Communicate with a fairly high degree of facility when making oral and written presentations about familiar and well-researched topics.</li> </ul>
Novice Learner Range Grade K-4 or Grade 5-8 or Grade 9-10	Intermediate Learner Range Grade K-8 or Grade 7-12 or Grade 9-12	Pre-Advanced Learner Range Grade K-12
<b>Comprehension:</b> How well do they understand?	<b>Comprehension:</b> How well do they understand?	<b>Comprehension:</b> How well do they understand?
<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Comprehend general information and</li> </ul>	<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Comprehend general concepts and</li> </ul>	<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Comprehend main ideas and most</li> </ul>

<p>vocabulary when the partner uses objects, visuals, and gestures in speaking or writing;</p> <ul style="list-style-type: none"> <li>• Generally need contextual clues, redundancy, paraphrase or restatement in order to understand the message.</li> </ul> <p><b>INTERPRETIVE</b></p> <ul style="list-style-type: none"> <li>• Understand short, simple conversations and narratives (live or recorded material), within highly predictable and familiar contexts;</li> <li>• Rely on personal background experience to assist in comprehension;</li> <li>• Exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts;</li> <li>• Comprehend written and spoken language better when content has been previously presented in an oral and/or visual context;</li> <li>• Determine meaning by recognition of cognates, prefixes, and thematic vocabulary.</li> </ul>	<p>messages about familiar and occasionally unfamiliar topics;</p> <ul style="list-style-type: none"> <li>• May not comprehend details when dealing with unfamiliar topics;</li> <li>• May have difficulty comprehending language not supported by situational context.</li> </ul> <p><b>INTERPRETIVE</b></p> <ul style="list-style-type: none"> <li>• Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts;</li> <li>• Use background knowledge to comprehend simple stories, personal correspondence, and other contextualized print;</li> <li>• Identify main ideas and some specific information on a limited number of topics found in the products of the target culture such as those presented on TV, radio, video, or live and computer-generated presentations, although comprehension may be uneven;</li> <li>• Determine meaning by using contextual clues;</li> <li>• Are aided by the use of redundancy, paraphrase, and restatement in order to understand the message.</li> </ul>	<p>derails on a variety of topics beyond the immediate situation;</p> <ul style="list-style-type: none"> <li>• Occasionally do not comprehend but usually are able to clarify details by asking questions;</li> <li>• May encounter difficulty comprehending language dealing with abstract topics.</li> </ul> <p><b>INTERPRETIVE</b></p> <ul style="list-style-type: none"> <li>• Use knowledge acquired in other settings and from other curricular areas to comprehend both spoken and written messages;</li> <li>• Understand main ideas and significant details on a variety of topics found in the products of the target culture such as those presented on TV, radio, video, or live and computer-generated presentations, although comprehension may be uneven;</li> <li>• Develop an awareness of tone, style and author perspective;</li> <li>• Demonstrate a growing independence as a reader or listener and generally comprehend what they read and hear without relying solely on formally learned vocabulary.</li> </ul>
<p align="center"><b>Novice Learner Range</b> <b>Grade K-4 or Grade 5-8 or Grade 9-10</b></p>	<p align="center"><b>Intermediate Learner Range</b> <b>Grade K-8 or Grade 7-12 or Grade 9-12</b></p>	<p align="center"><b>Pre-Advanced Learner Range</b> <b>Grade K-12</b></p>
<p align="center"><b>Language Control:</b> How accurate is their language?</p>	<p align="center"><b>Language Control:</b> How accurate is their language?</p>	<p align="center"><b>Language Control:</b> How accurate is their language?</p>
<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Comprehend messages that include predominately familiar grammatical structures;</li> <li>• Be most accurate when communicating about very familiar topics using memorized oral and written phrases;</li> <li>• Exhibit decreased accuracy when attempting to create with the language;</li> <li>• Write with accuracy when copying written language but may use invented spelling when writing words or producing characters on their own;</li> <li>• May exhibit frequent errors in capitalization and/or punctuation when target language differs from native language in these areas.</li> </ul> <p><b>INTERPRETIVE</b></p> <ul style="list-style-type: none"> <li>• Recognize structural patterns in target language narratives and derive meaning from these structure within familiar contexts;</li> <li>• Sometimes recognize previously learned structures when presented in new contexts.</li> </ul> <p><b>PRESENTATIONAL</b></p> <ul style="list-style-type: none"> <li>• Demonstrate some accuracy in oral and</li> </ul>	<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Comprehend messages that include some unfamiliar grammatical structures;</li> <li>• Are most accurate when creating with the language about familiar topics in present time using simple sentences and/or strings of sentences;</li> <li>• Exhibit a decline in grammatical accuracy as creativity in language production increases;</li> <li>• Begin to apply familiar structures to new situations;</li> <li>• Evidence awareness of capitalization and/or punctuation when writing in the target language;</li> <li>• Recognize some of their own spelling or character production errors and make appropriate adjustments.</li> </ul> <p><b>INTERPRETIVE</b></p> <ul style="list-style-type: none"> <li>• Derive meaning by comparing target language structures with those of the native language;</li> <li>• Recognize parallels between new and familiar structures in the target language;</li> <li>• Understand high-frequency idiomatic expressions.</li> </ul>	<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Comprehend messages that include unfamiliar grammatical structures;</li> <li>• Are most accurate when narrating and describing in connected sentences and paragraphs in present time with decreasing accuracy in past and future times;</li> <li>• May continue to exhibit inaccuracies as the amount and complexity of language increases;</li> <li>• Communicate successfully by applying familiar structures to new situations;</li> <li>• Rarely make errors in capitalization and in punctuation;</li> <li>• Are generally accurate in spelling or production of characters.</li> </ul> <p><b>INTERPRETIVE</b></p> <ul style="list-style-type: none"> <li>• Deduce meaning in unfamiliar language passages by classifying words or concepts according to word order or grammatical use;</li> <li>• Apply rules of language to construct meaning from oral and written texts;</li> <li>• Understand idiomatic expressions;</li> <li>• Move beyond literal comprehension</li> </ul>

<p>written presentations when reproducing memorized words, phrases and sentences in the target language;</p> <ul style="list-style-type: none"> <li>• Formulate oral and written presentations using a limited range of simple phrases and expressions based on very familiar topics;</li> <li>• Show inaccuracies and/or interference from the native language when attempting to communicate information which goes beyond the memorized or prefabricated;</li> <li>• May exhibit frequent errors in capitalization and/or punctuation and/or production of characters when the writing system of the target language differs from the native language.</li> </ul>	<p><b>PRESENTATIONAL</b></p> <ul style="list-style-type: none"> <li>• Accurately formulate oral and written presentations on familiar topics, using a range of sentences and strings of sentences primarily in present time but also, with preparation, in past and future time;</li> <li>• May show inaccuracies as well as some interference from the native language when attempting to present less familiar material;</li> <li>• Exhibit fairly good accuracy in capitalization and punctuation (or production of characters) when target language differs from native language in these areas</li> </ul>	<p>toward more critical reading and listening.</p> <p><b>PRESENTATIONAL</b></p> <ul style="list-style-type: none"> <li>• Accurately formulate paragraph-length and longer oral and written presentations in present time, on topics of personal, school, community and global interest;</li> <li>• May show some inaccuracies and/or interference from the native language when presentations deal with multiple time frames and/or other complex structures;</li> <li>• Successfully communicate personal meaning by applying familiar structures to new situations and less familiar topics, and by integrating information from audio, visual, and written sources;</li> <li>• Exhibit awareness of need for accuracy in capitalization and/or punctuation (or production of characters) when target language differs from natively language in these areas.</li> </ul>
<p><b>Novice Learner Range</b> <b>Grade K-4 or Grade 5-8 or Grade 9-10</b></p>	<p><b>Intermediate Learner Range</b> <b>Grade K-8 or Grade 7-12 or Grade 9-12</b></p>	<p><b>Pre-Advanced Learner Range</b> <b>Grade K-12</b></p>
<p><b>Vocabulary Use:</b> How extensive and applicable is their vocabulary?</p>	<p><b>Vocabulary Use:</b> How extensive and applicable is their vocabulary?</p>	<p><b>Vocabulary Use:</b> How extensive and applicable is their vocabulary?</p>
<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Comprehend and produce vocabulary that is related to everyday objects and actions on a limited number of familiar topics;</li> <li>• Use words and phrases primarily as lexical items without awareness of grammatical structure;</li> <li>• Recognize and use vocabulary from a variety of topics including those related to other curricular areas;</li> <li>• May often rely on words and phrases from their native language when attempting to communicate beyond the word and/or gesture level.</li> </ul> <p><b>INTERPRETIVE</b></p> <ul style="list-style-type: none"> <li>• Recognize a variety of vocabulary words and expressions related to familiar topics embedded within relevant curricular areas;</li> <li>• Demonstrate increased comprehension of vocabulary in spoken passages when these are enhanced by pantomime, props, and/or visuals;</li> <li>• Demonstrate increased comprehension of written passages when accompanied by illustrations and other contextual clues.</li> </ul> <p><b>PRESENTATIONAL</b></p> <ul style="list-style-type: none"> <li>• Use a limited number of words and phrases for common objects and actions in familiar categories;</li> <li>• Supplement their basic vocabulary</li> </ul>	<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Use vocabulary from a variety of thematic word groups;</li> <li>• Recognize and use vocabulary from a variety of topics including those related to other curricular areas;</li> <li>• Show some understanding and use of common idiomatic expressions;</li> <li>• May use false cognates or resort to their native language when attempting to communicate beyond the scope of familiar topics.</li> </ul> <p><b>INTERPRETIVE</b></p> <ul style="list-style-type: none"> <li>• Comprehend an expanded range of vocabulary;</li> <li>• Frequently derive meaning of unknown words by using contextual clues;</li> <li>• Demonstrate enhanced comprehension when listening to or reading content which has a recognizable format.</li> </ul> <p><b>PRESENTATIONAL</b></p> <ul style="list-style-type: none"> <li>• Demonstrate control of an expanding number of familiar words and phrases and of a limited number of idiomatic expressions;</li> <li>• Supplement their basic vocabulary, for both oral and written presentations, with expressions acquired from other sources such as dictionaries;</li> <li>• In speech and writing, may sometimes use false cognates and incorrectly applied terms, and show only partial</li> </ul>	<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Understand and often use idiomatic and culturally authentic expressions;</li> <li>• Recognize and use vocabulary from a variety of topics including those related to other curricular areas;</li> <li>• Use more specialized and precise vocabulary terms within a limited number of topics.</li> </ul> <p><b>INTERPRETIVE</b></p> <ul style="list-style-type: none"> <li>• Comprehend a wide range of vocabulary in both concrete and abstract contexts;</li> <li>• Infer meaning of both oral and written texts by recognizing familiar words and phrases in new contexts;</li> <li>• Use context to deduce meaning of unfamiliar vocabulary;</li> <li>• Recognize and understand the cultural context of many words and phrases.</li> </ul> <p><b>PRESENTATIONAL</b></p> <ul style="list-style-type: none"> <li>• Demonstrate control of an extensive vocabulary, including a number of idiomatic and culturally authentic expressions, from a variety of topics;</li> <li>• Supplement their basic vocabulary by using resources such as textbooks and dictionaries;</li> <li>• May use more specialized and precise terms when dealing with specific topics that have been researched.</li> </ul>

<p>with expressions acquired from sources such as the teacher or picture dictionaries;</p> <ul style="list-style-type: none"> <li>• Rely on native language words and phrases when expressing personal meaning in less familiar categories.</li> </ul>	<p>control of newly acquired expressions.</p>	
<p style="text-align: center;"><b>Novice Learner Range</b> <b>Grade K-4 or Grade 5-8 or Grade 9-10</b></p>	<p style="text-align: center;"><b>Intermediate Learner Range</b> <b>Grade K-8 or Grade 7-12 or Grade 9-12</b></p>	<p style="text-align: center;"><b>Pre-Advanced Learner Range</b> <b>Grade K-12</b></p>
<p><b>Communication Strategies:</b> How do they maintain communication?</p>	<p><b>Communication Strategies:</b> How do they maintain communication?</p>	<p><b>Communication Strategies:</b> How do they maintain communication?</p>
<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Attempt to clarify meaning by repeating words and occasionally selecting substitute words to convey their message;</li> <li>• Primarily use facial expressions and gestures to indicate problems with comprehension.</li> </ul> <p><b>INTERPRETIVE</b></p> <ul style="list-style-type: none"> <li>• Use background experience to anticipate story direction in highly predictable oral or written texts;</li> <li>• Rely heavily on visuals and familiar language to assist in comprehension.</li> </ul> <p><b>PRESENTATIONAL</b></p> <ul style="list-style-type: none"> <li>• Make corrections by repeating or rewriting when appropriate forms are routinely modeled by the teacher;</li> <li>• Rely heavily on repetition, non-verbal expression (gestures, facial expressions), and visuals to communicate their message.</li> </ul>	<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• May use paraphrasing, question-asking, circumlocution, and other strategies to avoid a breakdown in communication;</li> <li>• Attempt to self-correct primarily for meaning when communication breaks down.</li> </ul> <p><b>INTERPRETIVE</b></p> <ul style="list-style-type: none"> <li>• Identify the main idea of a written text by using reading strategies such as gleaning information from the first and last paragraphs;</li> <li>• Infer meaning of many unfamiliar words that are necessary in order to understand the gist of an oral or written text;</li> <li>• Use contextual clues to assist in comprehension.</li> </ul> <p><b>PRESENTATIONAL</b></p> <ul style="list-style-type: none"> <li>• Make occasional use of reference sources and efforts at self-correction to avoid errors likely to interfere with communication;</li> <li>• Use circumlocution when faced with difficult syntactic structures, problematic spelling, or unfamiliar vocabulary;</li> <li>• Make use of memory-aids (such as notes and visuals) to facilitate presentation.</li> </ul>	<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Are able to sustain an interaction with a native speaker by using a variety of strategies when discussion topics relate to personal experience or immediate needs;</li> <li>• Show evidence of attention to mechanical errors even when these may not interfere with communication.</li> </ul> <p><b>INTERPRETIVE</b></p> <ul style="list-style-type: none"> <li>• Use background knowledge to deduce meaning and to understand complex information in oral or written texts;</li> <li>• Identify the organizing principle(s) in oral or written texts;</li> <li>• Infer and interpret the intent of the writer.</li> </ul> <p><b>PRESENTATIONAL</b></p> <ul style="list-style-type: none"> <li>• Demonstrate conscious efforts at correct formulation and self-correction by use of self-editing and of reference sources;</li> <li>• Sustain length and continuity of presentations by appropriate use of the strategies such as simplification, reformulation, and circumlocution;</li> <li>• Make use of a variety of resource materials and presentation methods to enhance presentations.</li> </ul>
<p style="text-align: center;"><b>Novice Learner Range</b> <b>Grade K-4 or Grade 5-8 or Grade 9-10</b></p>	<p style="text-align: center;"><b>Intermediate Learner Range</b> <b>Grade K-8 or Grade 7-12 or Grade 9-12</b></p>	<p style="text-align: center;"><b>Pre-Advanced Learner Range</b> <b>Grade K-12</b></p>
<p><b>Communication Strategies:</b> How do they maintain communication?</p>	<p><b>Communication Strategies:</b> How do they maintain communication?</p>	<p><b>Communication Strategies:</b> How do they maintain communication?</p>
<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Imitate culturally appropriate vocabulary and idiomatic expressions;</li> <li>• Use gestures and body language that are generally those of the student's own culture, unless they are incorporated into</li> </ul>	<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Use some culturally appropriate vocabulary and idiomatic expressions;</li> <li>• Use some gestures and body language of the target culture.</li> </ul> <p><b>INTERPRETIVE</b></p>	<p><b>INTERPERSONAL</b></p> <ul style="list-style-type: none"> <li>• Use culturally appropriate vocabulary and idioms;</li> <li>• Use appropriate gestures and body language of the target culture.</li> </ul> <p><b>INTERPRETIVE</b></p> <ul style="list-style-type: none"> <li>• Apply understanding of the target culture to</li> </ul>

<p>memorized response.</p> <p><b>INTERPRETIVE</b></p> <ul style="list-style-type: none"> <li>• Understand both oral and written language that reflects a cultural background similar to their own;</li> <li>• Predict a story line or event when it reflects a cultural background similar to their own.</li> </ul> <p><b>PRESENTATIONAL</b></p> <ul style="list-style-type: none"> <li>• Imitate the use of culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors modeled by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of their own culture and that of the target cultures influences in the products and practices of their own culture;</li> <li>• Recognize differences and similarities in the perspectives of the target culture and their own.</li> </ul> <p><b>PRESENTATIONAL</b></p> <ul style="list-style-type: none"> <li>• Use some culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors;</li> <li>• Demonstrate some cultural knowledge in oral and written presentations</li> </ul>	<p>enhance comprehension of oral and written texts;</p> <ul style="list-style-type: none"> <li>• Recognize the reflections of practices, products and/or perspectives of the target cultures(s) in oral and written texts;</li> <li>• Analyze and evaluate cultural stereotypes encountered in oral and written texts.</li> </ul> <p><b>PRESENTATIONAL</b></p> <ul style="list-style-type: none"> <li>• Demonstrate increased use of the culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors;</li> <li>• Use language increasingly reflective of authentic cultural practices and perspectives</li> </ul>
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## Art Goals for Junior Kindergarten through 5th grade

1. Students will explore the elements and principles of art and design.
2. Students will learn to use a variety of art materials to complete both 2-dimensional and 3-dimensional artwork.
3. Students will be involved in community art, creating their own and observing artists at work.
4. Students will develop an art vocabulary.
5. Students will demonstrate the proper usage and care of art materials and be aware of their own responsibility in using art materials safely and effectively.
6. Students will be encouraged to use problem solving abilities, creative thinking skills and innovation solutions to create artwork.
7. Students will make important links to other curriculum.
8. Using individual sketchbooks, students will compile a record of their ideas practice drawing skills, compile a list of artists, write vocabulary definitions and review concepts.

Junior Kindergarten Art (based on the Kindergarten standards)  
Creative Expression (Production)

Standard 1: All students **will** apply skills and knowledge to perform in the arts. (ART.VA.I.K.1-ART.VA.I.K.4)

Standard 2: All students will apply skills and knowledge to create in the arts. (ART.VA.II.K.1-ART.VA.II.K.6)

Goal: Students will be able to:

	<b>Drawing</b>	<b>Painting</b>	<b>Sculpture</b>	<b>Design Based Thinking Skills</b>
Time frame	Initial design- Sept 1-Sept 20 Caterpillar-Sept 2-Sept 30 Kandinsky animals-Mar 1-Mar 30. Skyscraper-Jan 6-Jan 30 Indian headbands-Nov 1-Nov 24	Chameleons-May 1-May 30 Penguins-Jan 6-Jan 25 Kandinsky <u>animals</u> - Mar 1-Mar30 China Art-n Feb 1-Mar 1 Snowmen- Dec-15-Jan 1	Penguins-Jan 6-Jan 25 Portraits-Nov 1-Nov 15J Skyscraper-Jan 1-Feb 1 Elmer elephant-Jan 25-Feb 10 Bats- Oct 1-Dec. 15	Figure drawing-Sept 1-Sept 15 and May 25-June 4 Earth day poster-Feb 1-Mar 1 Leafprints-Oct 1-Nov 15
Assessment	Checklist (based on K standards) and sketchbooks	Checklist	Checklist	
Production Concepts	Explore lines, shapes and patterns -caterpillars Recognize and use a variety of lines: straight, curved, thick, thin, broken, dotted, zig, zag- all projects) Introduce pencils, crayons, markers, craypas, pastels- dinosaur-caterpillar, Kandinsky animals Lines can make shapes, show movement, show feeling, and make patterns-Indian headbands. Introduce organic and geometric shapes-Kandinsky animals, skyscraper design	Explore painting, color and strokes-China Art, Lioni chameleon Introduce color wheel- chameleons Use brushstrokes to create lines, patterns, shapes, and textures- penguins Use a variety of materials to create paintings-sponge painting snowmen Introduce water color and tempera-China art, Kandinsky animals and all other painting projects	Explore shapes, size and texture-snowmen, penguins,skyscraper Explore and discuss a variety of media used for collage-tom paper portraits-,Elmer tissue paper collages. Introduce sculpture and 3-D- Stلالuna bats	Explore relationships between a plan/sketch and a finished project-Earth Day poster Generate new ideas and solutions-all projects Experiment with different technologies. Express concept of self in artwork-figure drawing Create a print-leafprints

Vocabulary	Pattern Shape Circle, square, rectangle, triangle, oval Lines: straight,thick, thin, dotted,curved, broken, zig zag Portrait Landscape Cityscape Observation	Color wheel Tempera Watercolor Imagination Illustrators	Sculpture Kiln 3-D Firing Clay Glaze Collage	Design Model Printmaking
Artists and illustrators	Eric Carle Kandinsky Picasso DaVinci Kevin Henkes Tomie dePaola	Leo Lionni Monet Allen Morgan VanGogh Marcus Pfister	David McKee Janell Cannon Andrew Beaty Architect	Ted Arnold

## ARTEVALUATION

Goal: Students will develop a base for making informed aesthetic judgement.

Standard 3: Students will analyze, describe, and evaluate works of art. (ART.VA.III.K.1-ART.VA.III.K.5)

1. Explore and discuss why artist create. (Art prize, illustrators)
2. Recognize that art can be created for self-expression or fun. (all projects)
3. Describe the sensory qualities in a work of art. (Bats)
4. Describe a personal artwork. (full figure drawing)

## ART HISTORY

Goal: Students will acquire knowledge of historical and cultural developments in art.

Standard 4: Students will understand, analyze, and describe the arts in their historical, social, and cultural contexts. (ART.VA.IV.K.1•ART.VA.IV.K.3)

1. Understand that humans from all cultures, past or present, have created art. (Indian headband, China art)
2. Identify and talk about artwork found around the world. (China art)
3. Share student's family and culture through discussion and artwork.(Skyscraper)

## AESTHETICS

Goal: Students will develop and expand aesthetic perception; they will distinguish between the natural and manmade world.

Standard 5: Students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines and everyday life.  
(ART.VA.V.K.1-ART.VA..K.4)

1. Identify and discuss art in the student's environment. (Art Prize)
2. Identify and speak about artists as people who generate ideas and create art. (Art prize)
3. Identify how pattern, shape, rhythm, and movement used throughout the arts (Ehner)
4. Explore connections between the visual arts and other curriculum. (Literature)  
Literature used to connect most art projects in Junior Kindergarten which promotes literacy skills.  
*Elmer the Elephant-David McKee*  
*Hungry Caterpillar-Eric Carle*  
*Iggy Peck Architect-Andrew Beaty*  
*Legend of Blue Bonnet-Tomie dePaola*  
*A Color of His Own-Leo Lionni*  
*Chrysanthemum-Kevin Henkes*  
*Arthur-Marc Brown*  
*Sadie and the Snowman-Allen Morgan*  
*Penguin Pete-Marcus Pfister*  
*Stellaluna-Janell Cannon*  
*More Parts-Ted Arnold*

**Kindergarten Art  
Creative Expression (Production)**

Standard 1: All students will apply skills and knowledge to perform in the arts. (ART.VA.I.K.1-ART.VA.I.K.4)

Standard 2: All students **will** apply skills and knowledge to create in the arts. (ART.VA.II.K.1-ART.VA.II.K.6)

Goal: Students will be able to·

	<b>Drawing</b>	<b>Painting</b>	<b>Sculpture</b>	<b>Design Based Thinking Skills</b>
Time frame	Name design-Sept 1-Sept 20 Dinosaur drawing- Sept 30-Oct. 15 Kandinsky animals-Mar. 1-Mar30 Full figure drawing-Oct13-Oct 30	China Art-Feb. 1-Mar 1 Van Gogh sunflowers-May 1-May30 Monet landscapes-Jan 15-Jan 30 Penguin painting-Jan 15-30 Kandinsky animals-Mar 1-Mar 30 Indian com-Oct15-Nov 15	Bats sculpture-Oct 1-Dec.1 Snowman collage-Dec 1-15 Tom paper self portrait-Nov 1-Nov20 Skyscraper- Jan 1-Feb. 1 Tissue paper elephant-Jan 20-Feb 1	Leaf prints- Oct. 1- Oct 12 Full figure drawing- Oct 13-Oct30 Earth Day poster- Feb 1-Mar 1
Assessment	Checklist (based on standards)	Checklist	Checklist	Checklist
Production Concepts	Explore lines, shapes, and patterns Recognize and use a variety of lines; straight, curved, thick thin, broken, dotted, zigzag-name designs. Lines can make shapes, show movement, show feeling, and make patterns-dinosaur drawings, full figure drawing Introduce organic and geometric shapes-Kandinsky animals.	Explore painting, color and strokes Introduce color wheel Make secondary colors, tints and shades-Kandinsky animals Use brushstrokes to create lines, patterns, shapes, and textures-Monet landscape, Van Gogh flowers, Indian com Introduce watercolor and tempera-China art, penguin painting. Explore paint applied to a variety of surfaces-all projects	Explore shapes, size and texture-bat sculpture Explore and use a variety of media for collage-tom paper snowmen, self portrait collage, Elmer elephant Explore clay-Stellaluna bats Introduce sculpture and 3D-skyscraper	Explore relations between a plan/sketch and a finished project- Earth day poster Generate new ideas and solutions Experiment with different technologies. Express concept of self in artwork-full figure drawing Create a print-leaf prints

Vocabulary	Pattern Organic and geometric shapes Circle, square, rectangle, oval Thick, thin, curved, broken, dotted, straight, zig zag Self-portrait	Tempera Watercolor Primary colors Secondary colors Color wheel Imagination	Sculpture Kiln 3-D Firing Collage Clay glaze	Design Model Printmaking sketch
Artists	Kandinsky DaVinci	Monet Van Gogh Modern and traditional Chinese artists	Matisse	

## ART EVALUATION

**GOAL:** Students will develop a base for making informed aesthetic judgement

Standard 3: Students will analyze, describe, and evaluate works of art. (ART.VA.III.K.1-ART.VA.III.K.5)

1. Explore and discuss why artists create. (Art prize)
2. Recognize that art can be created for self-expressions or fun. (all projects)
3. Describe the sensory qualities in a work of art. (Stellaluna bats)
4. Describe a personal artwork. (Full figure drawing)
5. illustrate a personal experience( snowman and skyscraper)

## ART HISTORY

**GOAL:** Students will acquire knowledge of historical and cultural developments in art.

Standard 4: Students will understand, analyze, and describe the arts in their historical social, and cultural contexts, (ART.VA.N.K.1-ART.N.3)

1. Understand that humans from all cultures, past or present, have created art (Indian headbands, China Art)
2. Identify and talk about artwork found around the world. (China Art)
3. Share student's family and culture through discussion and artwork. (Skyscraper)

## AESTHETICS

GOAL: Students will develop and expand aesthetic perception; they will distinguish between the natural and manmade world.

Standard 5: Students will recognize, analyze and describe connections among the arts; between the arts and other disciplines and everyday life (ART.VA.V.K.1-ART.VA.V.K.4)

1. Identify and discuss art in the students environment. (Art Prize and throughout the year)
2. Identify and speak about artists as people who generate ideas and create art,(Art Prize, through literature)
3. Identify how pattern, shape, rhythm, and movement used throughout the arts. (Elmer elephant project)
4. Explore connections between the visual arts and other curriculum. (Literature-Elmer, Stلالuna, Iggy Peck Architect-Social studies- Indian com)

**First Grade Art**  
**Creative Expression (Production)**

Standard 1: All students will apply skills and knowledge to perform in the arts. (ART.VALL1-ART.VAL1.4)

Standard 2: All students will apply skills and knowledge to create in the arts. (ART.VA.ILL1-ART.VAILL6)

Goal: Students will be able to:

<p>Time Frame</p>	<p><b>Drawing</b> Exploring lines, shapes, patterns Name design-Sept 1-Oct. 1 Tree drawing-Oct 1-Oct 15 Winter birch-Oct 15-Nov 15</p>	<p><b>Painting</b> Explore painting, color and strokes Kandinsky animal projects-Mar.1-Apr.1 Snowman close up portrait-Dec.1-Dec.15 Birch trees-Oct 1-Oct 15 Klee self portraits-Nov 1-Dec 1 China art-Feb. 1-Mar 1</p>	<p><b>Sculpture</b> Exploring shapes, size and texture Owl sculptures-Oct 15-Dec 15 Paper mache suns-April 1-May 1</p>	<p><b>Design based Thinking Skills</b> Earth Day Poster-Feb 1-Mar Art Prize-Sept-June</p>
<p>Assessment</p>	<p>Checklist</p>	<p>Checklist</p>	<p>Checklist</p>	<p>Identify and experiment with materials to communicate ideas related to the students world.-Earth Day poster Demonstrate the use of materials with environmental awareness-Earth Day poster Use revision strategies-all projects Explore how artists generate ideas-all projects Understand how artists/illustrators use images to tell stories-Eric Carle Identify the purpose of community art-Art Prize Explore the computer as a tool for creating art.</p>
<p>Production Concepts</p>	<p>Explore line, texture-tree project. Recognize and use a variety of lines: straight, thick thin, broken, curved, dotted, closed-name design Recognize and use a variety of textures: bumpy,smooth,rough soft,hard-birch trees Use crayons, pastels, craypas,pencil, markers-all projects Lines can be used to make shapes, show movement, patterns, show feelings. Shapes can be organic and geometric-architecture project</p>	<p>Explore the color wheel-warm and cool landscape project Mix secondary colors and tints and shades-Kandinsky animal project Use a variety of brushes and brushstrokes to create lines, shapes, textures, and patterns-snowman close up portrait Explore watercolor and tempera-birch tree, China art Explore paint on a variety of surfaces-Klee portraits</p>	<p>Explore shape, size, texture and form-owl clay sculptures Use clay to create a sculpture-owl Explore other 3D media such as paper mache, assemblage, found objects to create 3 dimensional form-paper mache suns</p>	<p>Identify and experiment with materials to communicate ideas related to the students world.-Earth Day poster Demonstrate the use of materials with environmental awareness-Earth Day poster Use revision strategies-all projects Explore how artists generate ideas-all projects Understand how artists/illustrators use images to tell stories-Eric Carle Identify the purpose of community art-Art Prize Explore the computer as a tool for creating art.</p>

Vocabulary	Texture Pattern Organic Geometric Portrait Figure drawing Landscape	Tine Shade Secondary colors Color wheel Warm colors Cool colors Watercolor tempera	Two dimensional Three dimensional Papermache Clay Kiln Firing Glaze	Illustrators Community art
Artists	Mondrian Eric Carle	Klee Kandinsky DaVinci Traditional and modern Chinese painters	Gauguin Michelangelo	Leo Lionni Eric Carle

## ART EVALUATION

GOAL: Students will develop a base for making informed aesthetic judgement

Standard 3: Students will analyze, describe, and evaluate works of art (ART.VA.III.1.1-ART.VA.III.1.S)

1. Explore and discuss reasons behind personal artwork.(All projects)
2. Identify the purpose of community art.(Art Prize)
3. Demonstrate respect for the value of others opinions in discussions. (Ongoing)
4. Describe the artwork of classmates using art terminology. (Critiques)

## ART HISTORY

GOAL: Students will acquire knowledge of historical and cultural developments in art.

Standard 4: Students will understand, analyze, and describe the arts in their historical, social and cultural content. (ART.VA.IV.1.1-ART.VA.IV.1.3)

1. Identify symbols, trademarks, icons, emblems, and other visual motifs in student's culture. (Earth Day posters)
2. Describe how the subject matter of artwork may be connected to the environment in which it was created. (Earth Day posters)
3. Give examples that illustrates how artwork of different groups is influenced by the environment in which it was created. (China Art)

## AESTHETICS

GOAL: Students will develop and expand aesthetic perception; they will distinguish between the natural and manmade world.

Standard 5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

1. Recognize art forms created for functional and recreational purposes. (Architecture project)
2. Identify artist in the community. (Art Prize)
3. Identify similarities between the visual arts and other arts disciplines. (Literature links, Eric Carle, Leo Lionni)

Second Grade Art  
Creative Expression (Production)

Standard 1: All students will apply skills and knowledge to perform in the arts.(ART.VA.I.2.1-ART.VA.I.2.4)

Standard 2: All students will apply skills and knowledge to create in the arts. (ART.VAIL2.1-ART.VA.IL2.6)

Goal: Students will be able to

Time frame	<b>Drawing-Line and Movement</b> Name designs-Sept 1-Sept 15 Van Gogh sunflowers-Sept 15-Oct 15 Zentangles-Sept 20-Oct 15 Printmaking-April6-May 6 Architecture- Jan 1-Jan 30	<b>Painting-Brush Strokes</b> Sunflowers-Sept 15-Oct 15 Winter landscapes-Dec. 1-Jan 15 Rainforest bird-May 1-30	<b>Sculpture-Additive, Applying Textures</b> Clay cats-Oct15-Dec. 1 Spider puppets-Jan 6-Feb 15	<b>Design-Based thinking skills –</b> Earth Day Poster-Feb 1-Mar 1
Assessment	Checklist and sketchbook	Checklist and sketchbooks	Checklist and sketchbooks	Checklist and sketchbooks
Production Concepts	Identify lines that imply action-Van Gogh sunflowers Directional lines: vertical, horizontal, diagonal- Zentangles, architecture project Shapes can make pattern-Zentangles, portraits Symmetry-Swinny printmaking Lines define space-name project	Introduce a variety of brush strokes-Van Gogh sunflowers Review color wheel-rainforest bird Using alternative materials to paint such as sticks, Q-Tips, feathers, cardboard-snowy landscapes	Develop awareness of artistic use of large and small shapes in sculpture- clay cats Identify texture and pattern in sculpture- spider puppets, clay cats Create an additive sculpture- clay cats and spider puppets	Explore signage and symbols used to communicate-Earth Day poster. Utilize brainstorming to generate ideas-all art projects Explore graphic design and posters-earth day
Vocabulary	Vertical Horizontal Diagonal Symmetry Outline Balance	Foreground Background Middle ground Color wheel Experiment Impressionism Landscape Expressive	Additive Carve Texture Pattern Variety Overlap Collage coil Pinch relief Score, Slip Fire glaze	Symbols Brainstorm Graphic designer Layout
Schedule 7d- 603	New Branches Charter Academy			

Artists

Matisse

VanGogh

African sculptures

	Leo Lionni Andrea Beaty	Traditional and modern Chinese painters African painters
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## ART EVALUATION

GOAL: Students will develop a base for aesthetic judgement.

Standard 3: Analyze, describe, and evaluate works of art (ART.VA.III.2.1-ART.VA.III.2.5)

1. Develop a visual vocabulary- sketchbook entries.
2. Recognize that art is created to fulfill personal and/or social needs-Art Prize, Earth Day posters
3. Share personal experiences and preferences in response to works of art-Art Prize
4. Evaluate personal artwork using art terminology-critiques
5. Reflect on how art expresses ideas, feelings, and opinions-Art Prize, China Art

## ART HISTORY

GOAL: Students will acquire knowledge of historical, social and cultural developments in art

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts (ART.VA.IV.2.1-ART.VA.IV.2.3)

1. Compare symbols, trademarks, icons, emblems, and other motifs in various cultures-China Art , African spider puppets
2. Discuss the subject matter or artwork from particular cultures at specific times.- African Spider puppets, China Art
3. Debate images of a past or present culture-China Art, spider puppets.

## AESTHETICS

**GOAL:** The student will develop and expand aesthetic perception

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.  
(ART.VA.V.2.1-ART.VA.2.4)

1. Describe how art is used in everyday life.
2. Investigate and identify visual art careers that relate to children-illustrators in books.
3. Identify similarities among the arts including vocabulary, elements of art, and principles of design.
4. Demonstrate connections between the visual arts and other curriculum through student artwork-portraits and puppet story writing.

**Third Grade Art**  
**Creative Expression (Production)**

Standard 1: All students will apply skills and knowledge to perform in the arts.(ART.VA.I.3.1-ART.VA.I.3.4)

Standard 2: All students will apply skills and knowledge to create in the arts. (ART.VA.II.3.1-ART.VA.II.3.6)

Goal: Students will be able to-

Time frame	Drawing-Direct Observation Zentangles-Sept 1- Oct 1 Klimt Quilt- Mar 1-Apr 1 Picasso faces- Nov 15-Dec 15 Mandala- Apr.1-June 1	Painting-The effects of: time of day, weather, color China art-Feb 1-Mar 1 Value robots- Jan 6-Feb 1 Mural and art prize-Nov 1- June 1	Sculpture-Relief and free standing sculpture Turtle rattle- Oct 1-Nov 1	Design based thinking skills Earth day poster design-Feb 1- Mar 1 Art Prize-Sept-June
Assessment	Checklist, pre and post test	Checklist, pre and post test Critique	Pre and post test, checklist	
Production Concepts	Use of line to suggest texture, pattern and value-Zentangles, fish drawing illusion of depth strategies: size, color, detail, placement- Klimt quilt Demonstrate a basic understanding of face and body proportion-Cut paper Picasso project Create mandala design using radial symmetry	Develop brush stroke techniques: dry brush, thick, thin, short, long brush selection- China Art Systematic mixing of paint colors: tints, shades, neutral, warm cool, compliment-Value robots Effects of light and color in a landscape-Mural and art prize	Awareness of different sculptural viewpoints: top, bottom,side,front,back-Native American turtle rattle Application of surface texture- Native American turtle rattle	Explore the use and allocation of space in our built environment-art prize Utilize the design process: observe, brainstorm, create a model-earth day poster design
Vocabulary	Design Cityscape Seascape Overlap Value Radial Symmetry	Tint Shade Contrast Color wheel Compliment	Additive Subtractive Firing Kiln Glazing Texture	Map Model Scale Architect Brainstorm Observe landscape

Artists	Picasso Klimt Rick Roberts Mari Thomas	Rousseau Traditional and Modern Chinese artists	Calder	Wright
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### ART EVALUATION

GOAL: Students will develop a base for making informed aesthetic judgements.

Standard 3: Analyze, describe, and evaluate works of art (ART.VA.III.3.1-ART.VA.III.3.5)

- 1 Compare the elements of art used in personal artwork. (all art projects)
2. Examine how art expresses cultural differences. (Turtle rattles, Quilt)
3. Highlight social trends that influence our emotional reactions to art. (Picasso, Art Prize)
4. Select a piece of personal artwork, critique is using art terminology and make revisions (Painting projects)
5. Discuss how personal experiences influence the creation of art. (artists discussion)

### ART HISTORY

GOAL: The student will acquire knowledge of historical and cultural developments in art.

Standard 4: Analyze and describe the arts in their historical, social and cultural contexts. (ART.VA.IV.3.1-ART.VA.IV.3.3)

1. Examine customs or traditions celebrated by different communities. (turtle rattles)
2. Describe the materials and art forms used by particular cultures. (China art and turtle rattles)
3. Recognize how the available materials and processes in a particular time or place can influence the art that is created. (Art Prize)

### AESTHETICS

GOAL: Students will develop and expand aesthetic perception.

Standard 5: Recognize, analyze, and describe connections among the art; between the arts and other disciplines; between the arts and everyday life.  
(ART.VA.V.3.1-ART.VA.V.3.4)

1. Describe how art can be found in various environments. (Art Prize)
2. Investigate and identify careers related to artists who work in specific media (discussion of all artists)
3. Investigate collaboration across art disciplines-(turtle rattle music)
4. illustrate connections between the visual art and other curriculum through student artwork. (turtle rattles, China Art))



Vocabulary	Value Sketch Portrait One point perspective Self-portrait Contour Horizon line Proportion distortion	Color wheel Color Hue Emotion Landscape Contrast Texture Pattern Pop Art	3-D Slab Texture Score Slip Firing Glaze Pinch	Brainstorm Graph prototype
Artists	Laurel Burch Modigliani	Romero Britto Andy Warhol Vincent VanGogh Leonardo DaVinci Modern and traditional Chinese painters	Henry Moore	

## ART EVALUATION

GOAL: Students will develop a base for making informed aesthetic judgement.

Standard 3: Analyze, describe, and evaluate works of art

1. ART.VA.III.4.1 Reflect and discuss the visual structures and functions used in personal artwork-Modigliani
2. ART.VA.III.4.2 Recognize that artwork may serve functional purposes, be purely decorative or serve multiple purposes-Art prize
3. ART.VA.III.4.3 Compare how global and cultural diversity elicits differing responses
4. ART.VA.III.4.4 Analyze how art can be a reflection of society and a response to real world experiences-Art Prize

## ART HISTORY

GOAL: Students will acquire knowledge of historical and cultural developments in art.

Standard 4: Understand, analyze, and describe the arts in their historical, social and cultural contexts

1. ART.VA.IV.4.1 Describe how artwork communicates facts and or experiences of various cultures-China art
2. ART.VA.IV.4.2 Compare and contrast the visual elements obtained in the artwork of particular cultures-China art and Pop art
3. ART.VA.IV.4.3 Evaluate the interrelationship between design, trends, events and the economics of a culture-China art

## AESTHETICS

Students will develop and expand aesthetic perception.

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

1. ART.VA.V.4.1 Analyze various uses of art globally, in media, business, technology, and industry-Britto
2. ART.VA.V.4.2 Investigate and identify careers related to advertising-Britto, Warhol
3. ART.VA.V.4.3 Identify connections between technology and the arts.
4. ART.VA.V.4.4 Demonstrate cross-curricular connections through a culminating event-Great Lakes Mural



Artists	Frida Kahlo Andy Warhol Leonardo DaVinci	Impressionists Realists Abstract artists Surrealists Pop artists Traditional and Chinese artists	Ghana craftsmen	Diego Rivera-industrial
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## ART EVALUATION

GOAL: Students will develop a base for making informed aesthetic judgements.

Standard 3: Describe and evaluate works of art (ART VA.III.S.1-ART VA III.5.5)

1. Validate the effects of visual structures and functions, and reflect upon these effects in personal work. (critiques)
2. Identify and defend various purposes for creating art. (All artwork projects)
3. Understand there are different responses to art in a global community. (Art Prize-Sept-Oct)
4. Analyze the characteristics of personal artwork.(Warhol portraits)
5. Develop a sensitivity and understanding how personal experiences can influence the development of artwork. (China Art)

## ART HISTORY

GOAL: Students will acquire knowledge of historical and cultural developments in art.

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts (ART VA.IV.5.1-ART.VA.5.3)

1. Defend the history of visual arts and specific relationships to various cultures and times. (Ghana masks)
2. Compare and contrast works of art as belonging to particular cultures, times and places.(Ghana masks)
3. Demonstrate how history, culture, and the visual arts interrelate in making and studying works of art. (Artist portraits)

## AESTHETICS

GOAL: Students will develop and expand aesthetic perception.

Standard 5: Recognize, analyze, and describe connections among the arts, between the arts and other disciplines: between the arts and everyday life.  
(ART.VA.V.5.1-ART.VA.V.5.4)

1. Explain how visual arts have relationships to everyday life. (Art Prize)
2. Identify various careers in the visual arts. (Discussion and art career game)
3. Understand and use comparative characteristics of the visual arts and other art disciplines. (Art Prize experience)
4. Synthesize connections between the visual arts and other disciplines in the curriculum, (Artist portrait reports)

6th Grade Art  
Creative Expression (Production)

Standard 1: ART.VA.I.6.1-5: Apply skills and knowledge to perform in the arts.

Standard 2: ART.VA.II.6.1-7: Apply skills and knowledge to create in the arts.

Goal: Students will be able to:

<b>Time Frame &amp; Assessment:</b>	<b>Drawing</b> Oil Pastel: Jan-Critique-Scored Rubric Perspective: Apr -Critique-Scored Rubric FiguresNolume:Dec-Critique	<b>Painting</b> Tempera: Mar-Critique-Scored Rubric Watercolor: May-Critique-Scored Rubric	<b>Sculpture</b> Clay: Sept-Nov- Scored Rubric Paper Mache: Feb-Critique-Scored Rubric	<b>Design Based Thinking Skills</b> Zentangle:Oct-Critique Poster Design:May- Critique-Scored Rubric
Production Concepts	<ul style="list-style-type: none"> <li>• Create basic volumes of mass: Cones, cubes, spheres and cylinders</li> <li>• One and two point perspective: Proportion, linear perspective, and aerial perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to color theory</li> <li>• Develop color palate to create mood: warm, cool...</li> <li>• Develop application techniques</li> <li>• Emphasize elements and principles</li> </ul>	<ul style="list-style-type: none"> <li>• Identify: relief, freestanding, carved, assembled, modeled, thrown</li> <li>• Variety of media: Clay, wire, paper mache, etc.</li> <li>• Surface design</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce layout: Poster design</li> <li>• Application of elements and principles</li> <li>• Positive / negative space</li> <li>• Balance: Symmetrical, asymmetrical, and radial</li> </ul>
Vocabulary	Value, blending, composition, shadow, cast shadow, kneaded eraser, tortillion, eye level, value scale...	Wash, shade, tint, blot, splatter, stipple, landscape, monochromatic	Bisqueware, bisque fire, glazeware, glaze fire, functional, decorative, score/slip, bas-relief, craftsmanship.	Focal point TypeFace Font
Artists	Cezanne, M.C. Esher, etc.	Kandinsky, etc.	Giacometti, Michelangelo, Calder, etc.	Various

## ART EVALUATION

Standard 3: ART.VA.III.6.1-6: Analyze, describe, and evaluate works of art

1. Observe, describe, and analyze visual characteristics at a developing level.
2. Develop the skill of interpreting artwork, searching for embedded meaning, function, and personal connections at a developing level.
3. Develop the ability to describe how the artist's choice of materials, techniques, media technology, and processes influence the viewer.
4. Develop critical thinking strategies, observing, comparing, and contrasting artworks.
5. Develop and defend informed aesthetic opinions about works of art using artistic vocabulary at a developing level.
6. Identify personal and community experiences within works of art at a developing level.

*(Art Prize Field Trip)*

## ART HISTORY

Standard 4: ART.VA.IV.6.1-3: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

1. Recognize and describe how art contributes to and reflects all societies and cultures.
2. Develop an understanding of the historical, social, and cultural contexts of artwork with aesthetic sophistication.
3. Decode and interpret artwork to discern between prejudice and tolerance, bias, and fact at a developing level.

## AESTHETICS

Standard 5: ART.VA.V.6.1-5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

1. Recognize and describe personal, family, and community connections with artworks at a developing level.
2. Recognize the skills used in visual arts careers at a developing level.
3. Compare the characteristics of works in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at a developing level.
4. Demonstrate an understanding of their place in the visual world and develop an appreciation of how they are part of a global society at a developing level.
5. Describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts at a developing level.

7th Grade Art  
Creative Expression (Production)

Standard 1: ART.VA.I.7.1-5: Apply skills and knowledge to perform in the arts.

Standard 2: ART.VA.II.7.1-7: Apply skills and knowledge to create in the arts.

Goal: Students will be able to

<b>Time Frame &amp; Assessment:</b>	<b>Drawing</b> Still Life: Apr-Critique-Scored Rubric Perspective: Apr -Critique-Scored Rubric Figures Nolume: Jan-Critique-Scored Rubric Creative Monsters: Dec- Critique	<b>Painting</b> <u>Tempera (color wheel):</u> Nov- Scored Rubric Watercolor: Oct-Critique-Scored Rubric	<b>Sculpture</b> Clay: Oct- Scored Rubric Paper Mache: Feb-Critique-Scored Rubric Environmental: Apr-Critique-Scored Rubric <u>Paper Clay:</u> Dec- Critique	<b>Design Based Thinking Skills</b> Poster <u>Design:</u> Sept-Critique Photography:May-Critique-Scored Rubric Printmaking:Mar-Critique-Scored Rubric
Production Concepts	<ul style="list-style-type: none"> <li>• Still life compositions</li> <li>• Spatial relationships</li> <li>• Color: Explain &amp; use shading, contrast, and value</li> <li>• Human figure</li> <li>• Positive/ Negative space</li> </ul>	<ul style="list-style-type: none"> <li>• Color Theory</li> <li>• Color Wheel-mixing all colors from primaries.</li> <li>• Brush strokes</li> </ul>	<ul style="list-style-type: none"> <li>• Create artwork demonstrating 3D work.</li> <li>• Use of tools: Care, safety</li> <li>• Development of surface decoration, repetition, pattern, texture</li> <li>• Explore methods of construction</li> </ul>	<ul style="list-style-type: none"> <li>• Relief print: Collagraph, linocut</li> <li>• Calligraphy layout</li> <li>• Elements and principles</li> <li>• Poster Design</li> </ul>
Vocabulary	Pose, model, blending, hatching, crosshatching, stippling, scribbling, gesture drawing, organic/ geometric, pointillism, newsprint	Color tints, color shades	Kinetic, abstract, realistic, armature, mobile, stabile	Layout, calligraphy, printing press, focal point
Artists	Various	Van Gogh, Vermeer, etc.	Calder, Mrro, etc.	Japanese printmakers, Toulouse-Lautrec, etc.

## ART EVALUATION

Standard 3: ART.VA.III.7'1-6: Analyze, describe, and evaluate works of art

1. Critically observe, describe, and analyze visual characteristics at an emerging levelL
2. Interpret artwork searching for embedded meaning, function, and personal connections at an emerging levelL
3. Improve descriptions of how the artist's choice of materials, techniques, media technology, and processes influence the viewer.
4. Use critical thinking strategies to observe, compare, and contrast artworks at an emerging levelL
5. Develop and defend informed aesthetic opinions about works of art using artistic vocabulary at an emerging levelL
6. Identify personal and community experiences within works of art at an emerging levelL

*(Art Prize Field Trip)*

## ART HISTORY

Standard 4: ART.VA.IV.7.1-3: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

1. Recognize, describe and analyze, and evaluate how art contributes to and reflects all societies and cultures at an emerging levelL
2. Articulate an understanding of the historical, social, and cultural contexts of artwork with an emerging level of aesthetic sophistication.
3. Decode and interpret artwork to discern between prejudice and tolerance, bias, and fact at an emerging levelL

## AESTHETICS

Standard 5: ART.VA.V.7.1-5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

1. Recognize and describe personal, family, and community connections with artworks at an emerging levelL
2. Recognize and describe the skills used in visual arts careers at an emerging levelL
3. Analyze and compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at an emerging levelL
4. Demonstrate an understanding of their place in the visual world and develop an appreciation of how they are part of a global society at an emerging levelL
5. Analyze and describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts at an emerging levelL

## 8th Grade Art

### Creative Expression (Production)

Standard 1: ART.VA.I.S.1-5: Apply skills and knowledge to perform in the arts.

Standard 2: ART.VA.II.S.1-7: Apply skills and knowledge to create in the arts.

Goal: Students will be able to:

<b>Time Frame &amp; Assessment:</b>	<b>Drawing</b> Poster Design: Dec-Jan-Critique-Scored Rubric Creative Creatures: Nov-Critique Tempera/Perspective: Oct-Critique-Scored Rubric	<b>Painting</b> <u>Tempera/Perspective</u> : Oct-Critique-Scored Rubric Watercolor: Sept-Critique-Scored Rubric	<b>Sculpture</b> Clay: Nov- Scored Rubric <u>Paper Mache</u> : Feb-Critique-Scored Rubric <u>Paper Sculpture</u> : March- Scored Rubric	<b>Design Based Thinking Skills</b> Poster Design: Dec-Jan-Critique-Scored Rubric <u>Collage</u> -May- Critique-Scored Rubric <u>Elements &amp; Principles</u> Block-Apr-Scored Rubric
Production Concepts	<ul style="list-style-type: none"> <li>Recognize &amp; apply elements &amp; principles</li> <li>Direct observation: self portrait, figure drawing, still life, or landscape</li> </ul>	<ul style="list-style-type: none"> <li>Color Theory</li> <li>Recognize a variety of styles: Pop Art, Abstract, Realism, Surrealism, impressionism, cubism</li> <li>Explore techniques: Brush techniques, splatter, stipple, wash, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Create artworks demonstrating 3D work</li> <li>Work should demonstrate a variety of viewpoints- Top, side, etc.</li> <li>Texture / pattern</li> </ul>	<ul style="list-style-type: none"> <li>Poster Design/ Magazine Cover Layout</li> <li>Collage</li> <li>Elements and principles</li> </ul>
Vocabulary	Portfolio, Matting, foreshortening, proportion, rendering, sgraffitto, embossing, fixative	Gesso, Surrealism, wash, etc.	Wedge, knead, bas-relief, slip, subtractive, additive	Layout Focal Point
Artists	Various	Dali, Kandinsky, Seurat, etc.	Henry Moore, Alexander Liberman, etc.	Various magazine's for reference Andy Warhol Various

## ART EVALUATION

Standard 3: ART.VA.III.S.1-6: Analyze, describe, and evaluate works of art.

1. Critically observe, describe, and analyze visual characteristics within works of art.
2. Effectively interpret artwork, searching for embedded meaning, function, and personal connections.
3. Effectively describe how the artist's choice of materials, techniques, media technology, and processes influence the viewer.
4. Effectively use critical thinking strategies to observe, compare, and contrast artworks.
5. Develop and defend informed aesthetic opinions about works of art using effective artistic vocabulary.
6. Identify personal and community experiences within works of art.

*(Art Prize Field Trip)*

## ART HISTORY

Standard 4: ART.VA.IV.S.1-3: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

1. Recognize, describe and analyze, and evaluate how art contributes to and reflects all societies and cultures.
2. Articulate an understanding of the historical, social, and cultural contexts of artwork with aesthetic sophistication.
3. Effectively decode and interpret artwork to discern between prejudice and tolerance, bias and fact.

## AESTHETICS

Standard 5: ART.VA.V.S.1-5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

1. Effectively recognize and describe personal, family, and community connections with artworks.
2. Effectively recognize and describe the skills used in visual arts careers.
3. Effectively analyze and compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context
4. Effectively demonstrate an understanding of their place in the visual world and develop an appreciation of how they are part of a global society.
5. Effectively analyze and describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts.

## Young 5s/Kindergarten

Content Standard	Benchmarks	Activities	Assessment
<p>1. Singing, alone and with others, a varied repertoire of music</p>	<ul style="list-style-type: none"> <li>• Demonstrate beat awareness through speaking and singing</li> <li>• Demonstrate beginning pitch matching through chanting, echo-play and singing</li> <li>• Demonstrate an awareness of higher/lower sounds through moving, speaking and singing</li> <li>• Demonstrate an awareness of upward and downward melodic contour through moving, singing, speaking, chanting, and use of a visual melodically line</li> <li>• Experience sol-mi through chanting, singing, hand signals, and use of visual melodic line</li> <li>• Experience the concept of the tonal center through listening, singing and echo-play</li> <li>• Be introduced to proper vocal production through singing and pitch-matching games</li> <li>• Experience vocal timbre (tone colors)</li> </ul>	<ul style="list-style-type: none"> <li>• Echo/singing</li> <li>• Pitch-matching</li> <li>• Group</li> <li>• Solo</li> <li>• Sing high/low</li> <li>• Movement high/low</li> <li>• Chanting</li> <li>• Singing games</li> <li>• Question/Answer</li> <li>• Puppet play</li> <li>• Visual props (slinky, slide whistle)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>
<p>2. Performing on instruments, alone and with others, a varied repertoire of music</p>	<ul style="list-style-type: none"> <li>• Respond to a beat using a single motion per beat</li> <li>• Demonstrate beat awareness through body percussion, moving, and playing, and use of a visual melodically line</li> <li>• Experience instrumental timbre (tone colors)</li> <li>• Demonstrate one level of body percussion</li> <li>• Demonstrate performance of locomotor/non-locomotor movement to a pulse</li> <li>• Demonstrate mirror movement</li> <li>• Experience a variety of unpitched percussion and keyboard instruments</li> <li>• Be able to play various unpitched percussion instruments</li> <li>• Play unpitched percussion instruments to a steady pulse</li> <li>• Speak/sing and perform a simple chord bordun (the first and fifth degrees of the scale played simultaneously as an accompaniment) on the barred instruments</li> <li>• Perform hi/low and up/down on pitched/unpitched instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Choose instruments for sound story</li> <li>• Instrument/beat</li> <li>• Chord bordun</li> <li>• Playing unpitched percussion</li> <li>• Instrument high/low</li> <li>• Movement activities</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>

Young 55/Kindergarten (continued)

Content Standard	Benchmarks	Activities	Assessment
3. Improvising melodies, variations, and accompaniments	<ul style="list-style-type: none"> <li>• Experience unpulsed movement in space</li> <li>• Use <b>creative movement to accompany stories, rhymes, poetry, and song</b></li> </ul>	<ul style="list-style-type: none"> <li>• Song accompaniment</li> <li>• Sound stories</li> <li>• Vocal response</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Written/drawn</li> </ul>
4_ Composing and arranging music within specified guidelines	<ul style="list-style-type: none"> <li>• Use unpitched percussion instruments and barred instruments to add tone colors to song, chants, movement, and sound <b>stories</b></li> </ul>	<ul style="list-style-type: none"> <li>• Choose an instrument</li> <li>• <b>Improvise movement to a song</b></li> <li>• Partner activities</li> <li>• Body percussion</li> <li>• Singing games</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Written/drawn</li> </ul>
5_ Reading and notating music	<ul style="list-style-type: none"> <li>• Perform one-measure patterns using body percussion by playing and reading a simple rebus</li> <li>• Read and plan from a simple rebus</li> </ul>	<ul style="list-style-type: none"> <li>• Rebus so g</li> <li>• Rebus chant</li> <li>• Counting/tally beats</li> <li>• Big Boo activity</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Written/drawn</li> </ul>

Young 5S/Kindergarten (continued)

Content Standard	Benchmarks	Activities	Assessment
<p>6. Listening to, analyzing, and describing music</p>	<ul style="list-style-type: none"> <li>• Experience sound/silence patterns through body percussion, moving, playing, speaking, singing, and use of a visual chart</li> <li>• Demonstrate pulse maintenance through moving, singing and playing duple-triple meter material</li> <li>• Experience the difference between the 'beat and rhythm of the words within songs and chants through movement and body <b>percussion</b></li> <li>• Be able to participate appropriately in various listening <b>experiences</b></li> <li>• Demonstrate an awareness of the "echo" concept through listening, singing, playing and movement</li> <li>• Demonstrate differences between loud and soft through singing, speaking, and movement</li> <li>• Experience fast and slow tempi through listening, moving, speaking, and singing</li> <li>• <b>Experience ABform through verse/chorus songs</b></li> <li>• Be able to listen to and identify various unpitched percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Songs with sound/silence</li> <li>• Movement</li> <li>• Instruments</li> <li>• <b>Partner activities</b></li> <li>• Listening activities</li> <li>• Songs</li> <li>• Big Book activity</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Written/drawn</li> </ul>
<p>7. Evaluating music and music performances</p>	<ul style="list-style-type: none"> <li>• Evaluate various performances through the use of recording equipment with individual and group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Performances in class and community</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Written/drawn</li> </ul>
<p>8. Understanding relationships between music, the other arts, and disciplines outside the arts</p>	<ul style="list-style-type: none"> <li>• Develop a repertoire of songs including the following types: singing games, cumulative and seasonal songs from diverse cultures</li> <li>• Experience nursery rhymes using voice inflections and sound words</li> <li>• Perform round stories and sequences</li> <li>• Develop a vocabulary for movement response: walk, run skip, gallop, tiptoe, sidestep, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Singing games</li> <li>• Seasonal songs</li> <li>• Songs/diverse</li> <li>• Rhythmic Unit/Marching Band</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Written/drawn</li> </ul>

Youn5s/Kindergarten (continued)

<b>Content Standard</b>	<b>Benchmarks</b>	<b>Activities</b>	<b>Assessment</b>
9. Understanding music in relation to history and culture	<ul style="list-style-type: none"> <li>• Develop a repertoire of folk songs and songs from a variety of cultures</li> <li>• Experience musical phrases in nursery rhymes and songs</li> <li>• Study and experience a unit on rhythms in conjunction with an American composer such as John Phillip Sousa</li> </ul>	<ul style="list-style-type: none"> <li>• Songs</li> <li>• Nursery rhymes</li> <li>• <b>American composer</b></li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Written/drawn</li> </ul>
10. Technology	<ul style="list-style-type: none"> <li>• Participate in the recording of rehearsals/performances</li> <li>• Use digital keyboards (clavinova) to experience style, sound effects, timbre and improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Technology links/music textbook</li> <li>• Recording rehearsals/performances</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Written/drawn</li> </ul>

# First Grade

Content Standard	Benchmarks	Activities	Assessment
L Singing, alone and with others, a varied repertoire of music	<ul style="list-style-type: none"> <li>• Demonstrate long and short beat/rhythm patterns through speaking and singing</li> <li>• Differentiate between higher and lower sounds through moving, speaking, and singing</li> <li>• Demonstrate upward and downward melodic contour through moving, singing, speaking, chanting, and use of a visual melodic line</li> <li>• Perform sol-mi intervals through singing, hand signals, and use of a visual melodic line</li> <li>• Demonstrate proper vocal tone production and pitch matching</li> <li>• Demonstrate a variety of dynamic differences through vocal qualities: whispering, speaking, and singing</li> <li>• Demonstrate the difference between a speaking and a singing <b>voice</b></li> <li>• <b>Demonstrate internalization of speech</b></li> </ul>	<ul style="list-style-type: none"> <li>• Echo/singing</li> <li>• Pitch-matching</li> <li>• Group</li> <li>• Solo</li> <li>• Sing high/low</li> <li>• Movement high/low</li> <li>• Chanting</li> <li>• Singing games</li> <li>• Question/Answer</li> <li>• Puppet play</li> <li>• Visual props (slinky, slide whistle)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>

<p>2. Performing on instruments, alone and with others, a varied repertoire of music</p>	<ul style="list-style-type: none"> <li>• Respond to a beat using a single motion per beat</li> <li>• Respond to a beat using an alternating single motion per beat</li> <li>• Demonstrate long and short beat/rhythm patterns through moving and playing</li> <li>• Demonstrate upward and downward melodic contour through playing</li> <li>• Perform a rhyme and an accompanying ostinato in a speech ensemble</li> <li>• Continue to demonstrate one level of body percussion</li> <li>• Demonstrate pulse/beat through playing unpitched percussion instruments and performing a simple chord bordun on barred instruments using proper mallet technique</li> <li>• Perform sol-mi and up/down patterns on barred instruments</li> <li>• Transfer body percussion and speech patterns to unpitched instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Song accompaniment</li> <li>• Sound stories</li> <li>• Vocal response</li> <li>• <b>Creative movement to MUSIC</b></li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>
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First Grade (continued)

Content Standard	Benchmarks	Activities	Assessment
3. Improvising melodies, variations, and accompaniments	<ul style="list-style-type: none"> <li>• <b>Create dramatization and movement improvisations for stories, rhymes, and poetry</b></li> <li>• <b>Improvise a simple melody/accompaniment for chants, songs, and stories</b></li> </ul>	<ul style="list-style-type: none"> <li>• Song accompaniment</li> <li>• Sound stories</li> <li>• Vocal response</li> <li>• Creative movement to <b>Music</b></li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>
4. Composing and arranging music within specified guidelines	<ul style="list-style-type: none"> <li>• <b>Create sound accompaniments for songs, chants, movement, and stories</b></li> </ul>	<ul style="list-style-type: none"> <li>• Choose an instrument</li> <li>• <b>Improvise movement to a song</b></li> <li>• Partner activities</li> <li>• Body percussion</li> <li>• Singing games</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>
5. Reading and notating music	<ul style="list-style-type: none"> <li>• <b>Perform two measure patterns using body percussion, playing, reading, notating, and using the following symbols:</b> (q)=l=ta</li> <li>• <b>Demonstrate knowledge of the repeat, coda, introduction, verse, and chorus</b></li> </ul>	<ul style="list-style-type: none"> <li>• Rebus song</li> <li>• Rebus chant</li> <li>• Counting/tally beats</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>
6. Listening to, analyzing, and describing music	<ul style="list-style-type: none"> <li>• <b>Demonstrate differences between faster and slower tempi through moving and speaking</b></li> <li>• <b>Demonstrate the difference between high and low pitches through listening, moving, singing, and speaking</b></li> <li>• <b>Symbolize same and different phrases in nursery rhymes and songs</b></li> <li>• <b>Recognize the tonal center in a song</b></li> <li>• <b>Demonstrate the difference between the A and B sections within AB form through moving, speaking, singing, playing, and symbolizing</b></li> <li>• <b>Utilize contrasting movement of AB form</b></li> <li>• <b>Demonstrate the feeling of phrase through moving, speaking, singing and symbolizing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Songs with sound/silence</li> <li>• Movement</li> <li>• Instruments</li> <li>• Partner activities</li> <li>• Listening activity</li> <li>• Movement</li> <li>• Songs</li> <li>• Big Book activity</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>

First Grade (continued)

Content Standard	Benchmarks	Activities	Assessment
7. Evaluating music and music performances	<ul style="list-style-type: none"> <li>• Evaluate various performances through the use of recording equipment and individual and group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Performances in class and <b>in community</b></li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>
8. Understanding relationships between music, the other arts, and disciplines outside the arts	<ul style="list-style-type: none"> <li>• Continue to develop a repertoire of folk songs and songs/literature from diverse cultures</li> <li>• Experience folk dances and music from diverse cultures</li> <li>• Continue to perform round stories and sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Singing games</li> <li>• Seasonal songs</li> <li>• Songs/diverse</li> <li>• Rhythmic unit</li> <li>• Marching Band</li> <li>• Big Book activity</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>
9. Understanding music in relation to history and culture	<ul style="list-style-type: none"> <li>• Continue to develop a repertoire of songs/literature from diverse cultures including the following types: singing games, cumulative patriotic, seasonal and folksongs</li> <li>• Study and experience a unit on instrumental timbre in conjunction with a classical composer such as Saint-Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Songs</li> <li>• Nursery rhymes</li> <li>• Classical composer study</li> <li>• Big Book activity</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>
10. Technology	<ul style="list-style-type: none"> <li>• Participate in the recording of rehearsals/performances</li> <li>• Use digital keyboards (clavinova) to experience style, sound effects, timbre and improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Technology links/music textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>

## Second Grade

Content Standard	Benchmarks	Activities	Assessment
1. Singing, alone and with others, a varied repertoire of music	<ul style="list-style-type: none"> <li>• Perform in 2/4, 4/4 and 6/8 meters through speaking and <b>singing</b></li> <li>• Continue to demonstrate upward and downward melodic contour through moving and singing</li> <li>• Identify pitches that skip, step, or repeat in a melody through moving, speaking, and singing</li> <li>• Perform sol-mi-la-do-do intervals through singing and hand signals, and reading a visual melodic line</li> <li>• Demonstrate proper vocal tone production and pitch matching</li> <li>• Experience the tonal center of a song through performance</li> <li>• Experience forte/piano (f/p) through moving, speaking and singing</li> <li>• Demonstrate knowledge of tempo and dynamic changes through moving, speaking and singing</li> <li>• Perform two-part canons and rounds through moving and speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Group</li> <li>• Solo</li> <li>• Echo/singing</li> <li>• Sing high/low</li> <li>• Pitch matching</li> <li>• Question/answer</li> <li>• Movement and high/low</li> <li>• Puppet play</li> <li>• Visual props</li> <li>• Two-part canon</li> <li>• Changing</li> <li>• Singing games</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>

Second Grade (continued)

Content Standard	Benchmarks	Activities	Assessment
<p>2. Performing on instruments, alone and with others, a varied repertoire of music</p>	<ul style="list-style-type: none"> <li>• Respond to a beat using two-level body percussion (head, shoulders)</li> <li>• Perform in 2/4, 4/4 and 6/8 meters through moving, body percussion, playing, and use of a visual melodic line</li> <li>• Continue to demonstrate upward and downward melodic contour through playing and use of a visual melodic line</li> <li>• Identify pitches that skip, step or repeat in a melody through playing and use of a visual melodic line</li> <li>• Experience forte/piano (f/p) through body percussion, speaking, and use of a visual melodic line</li> <li>• Demonstrate knowledge of tempo and dynamic changes through body percussion, playing, and use of a visual melodic line</li> <li>• Perform two-part canons and rounds through body percussion</li> <li>• Use speech/body percussion patterns as accompaniments</li> <li>• <b>Perform a rhyme and accompanying ostinati in a speech or unpitched ensemble</b></li> <li>• Demonstrate correct mallet technique with an emphasis on the bordun (simple chord and broken) on the barred instruments</li> <li>• Accompany a bordun (simple chord and broken) with a pitched or unpitched ostinati</li> <li>• Demonstrate the ability to create and play sol, mi, la, do melodies on barred instruments</li> <li>• Transfer 2-level body percussion to unpitched/pitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Choose instrument for sound story</li> <li>• Instrument/beat</li> <li>• Chord bordun</li> <li>• Broken chord/bordun</li> <li>• Level bordun</li> <li>• Playing unpitched percussion</li> <li>• Instrument high/low</li> <li>• <b>Movement activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>
<p>3. Improvising melodies, variations, and accompaniments</p>	<ul style="list-style-type: none"> <li>• Continue to create dramatization, sound accompaniments and movement improvisations for stories, rhymes and poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Song accompaniment</li> <li>• Sound stories</li> <li>• Vocal response</li> <li>• Creative movement to music</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>

Second Grade (continued)

Content Standard	Benchmarks	Activities	Assessment
4. Composing and arranging music within specified guidelines	<ul style="list-style-type: none"> <li>• Create two-measure patterns in duple meter using the following syllables: quarter= ta eighth= ti-ti half= ta-a</li> </ul>	<ul style="list-style-type: none"> <li>• Choose an instrument</li> <li>• Visual chart</li> <li>• Pitched/Unpitched <b>percussion instruments</b></li> <li>• Story orchestration</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>
5. Reading and notating music	<ul style="list-style-type: none"> <li>• Perform two-measure patterns in duple meter through body percussion, playing, reading, and notating the following syllables: quarter= ta eighth= ti-ti half= ta-a</li> <li>• Identify pitches that skip, step, or repeat in a melody through reading</li> <li>• Identify sol-mi-la-do-do intervals through reading</li> <li>• Experience the concept of the scale: major, minor, and pentatonic through reading</li> <li>• Experience beat group• (measure•) through score reading</li> </ul>	<ul style="list-style-type: none"> <li>• Use of music text book</li> <li>• Score construction using a variety of materials</li> <li>• Elemental/rhythmic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>
6. Listening to, analyzing, and describing music	<ul style="list-style-type: none"> <li>• Distinguish between accented and unaccented beat through moving</li> <li>• Continue to demonstrate the feeling of phrase through moving, speaking, singing and reading music</li> <li>• Differentiate same and different phrases through moving, speaking, singing, playing, reading and symbolizing</li> <li>• Continue to demonstrate the difference between the A and B sections within AB and ABA form through moving, speaking, singing, playing and reading music</li> <li>• Experience final point (cadence) through moving, body percussion, speaking, singing, and reading music</li> <li>• Utilize speech/movement to differentiate between duple/triple meters and major/minor tonalities</li> </ul>	<ul style="list-style-type: none"> <li>• Instruments</li> <li>• Movement</li> <li>• Partner activities</li> <li>• Listening activity</li> <li>• Songs</li> <li>• Use Of music textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>

Second Grade (continued)

Content Standard	Benchmarks	Activities	Assessment
7. Evaluating music and music performances	<ul style="list-style-type: none"> <li>• Evaluate various performances through the use of recording equipment and individual and group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Performances in class and in community</li> <li>• Use of music textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>
8. Understanding relationships between music, the other arts, and disciplines outside the arts	<ul style="list-style-type: none"> <li>• Continue to develop a repertoire of songs/literature including singing games and cumulative and seasonal songs from diverse cultures</li> <li>• Continue to perform round stories and sequences</li> <li>• Experience folk dances and utilize music from diverse cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Use of musical textbook</li> <li>• Singing games</li> <li>• Seasonal songs</li> <li>• Songs/diverse</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>
9. Understanding music in relation to history and culture	<ul style="list-style-type: none"> <li>• Develop a repertoire of songs/literature, including the following types: call-response, singing games, cumulative, patriotic, seasonal, rounds, and folk songs</li> <li>• Study and experience a unit on the families of instruments in conjunction with a classical composer such as Joseph Haydn</li> </ul>	<ul style="list-style-type: none"> <li>• Songs</li> <li>• Classical composer</li> <li>• Use of musical textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>
10. Technology	<ul style="list-style-type: none"> <li>• Participate in the recording of rehearsals/performances</li> <li>• Use digital keyboards (clavinova) to experience style, sound effects, timbre and improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Technology links/music textbook</li> <li>• Recording rehearsals/performances</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> </ul>

## Third Grade

Content Standard	Benchmarks	Activities	Assessment
<p>I. Singing, alone and with others, a varied repertoire of music</p>	<ul style="list-style-type: none"> <li>• Perform patterns in duple and triple meters through singing, moving, body percussion, and playing using the following symbols and syllables:               <ul style="list-style-type: none"> <li>quarter= ta</li> <li>eighth= ti-ti</li> <li>half= ta-a</li> <li>whole= ta-a-a-a</li> <li>triplet= triple-ti</li> </ul> </li> <li>• Perform in 2/4, 3/4, and 6/8 meters through speaking and singing</li> <li>• Perform do-mi-sol-la-do intervals through singing, hand signals, and reading of a visual melodic line</li> <li>• Experience re through singing</li> <li>• Be able to perform songs using a proper attack (anticipation) and cut-off (release)</li> <li>• Demonstrate proper vocal tone production and pitch matching</li> </ul>	<ul style="list-style-type: none"> <li>• Group</li> <li>• Solo</li> <li>• Echo/singing</li> <li>• Pitch matching</li> <li>• Sing high/low</li> <li>• Question/answer</li> <li>• Movement high/low</li> <li>• Visual props</li> <li>• Three-part canon</li> <li>• Chanting</li> <li>• Singing games</li> <li>• Ostinati</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> </ul>

Third Grade (continued)

Content Standard	Benchmarks	Activities	Assessment
<p>2. Performing on instruments, alone and with others, a varied repertoire of music</p>	<ul style="list-style-type: none"> <li>• Respond to a beat using a three-level body percussion (head, shoulders, knees)</li> <li>• Perform patterns in duple and triple meters through moving, body percussion, and playing using the following symbols and syllables: quarter = ta Eighth = ti-ti half =ta-a whole = ta-a-a-a Triple = triple-ti</li> <li>• Perform in 2/4, 3/4, and 6/8 meters through moving, body percussion, playing, and use of a visual melodic line</li> <li>• Perform rhythmic rounds and canons</li> <li>• Experience re through playing and movement</li> <li>• Perform speech patterns, sound stories, poetry, ostinati with pitched and unpitched percussion instruments</li> <li>• Demonstrate correct mallet technique with an emphasis on the bordun (simple chord, broken, and crossover)</li> <li>• Select an instrument of appropriate timbre to accompany movement and speech activities</li> <li>• Create and play melodic ostinati with pitched and unpitched percussion instruments</li> <li>• Transfer three level body percussion to pitched and unpitched <b>percussion instruments</b></li> <li>• Play pitched and unpitched questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>• Beat awareness games</li> <li>• Choose instrument for sound story</li> <li>• Instrument/beat</li> <li>• Chord/broken bordun</li> <li>• Cross-over pattern</li> <li>• Level bordun</li> <li>• Instrument high/low</li> <li>• Movement activities</li> <li>• Visual melodic score</li> <li>• Ostinati</li> <li>• Question/answer</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> </ul>
<p>3. Improvising melodies, variations, and accompaniments</p>	<ul style="list-style-type: none"> <li>• Experience creative movement in question and answer form and will improvise a simple melody for each</li> <li>• Create a canon on barred instruments and perform</li> <li>• Demonstrate locomotor and non-locomotor movements to a strong and weak beat within a given form</li> </ul>	<ul style="list-style-type: none"> <li>• Question/answer</li> <li>• Canon/round</li> <li>• Song accompaniment</li> <li>• Sound stories</li> <li>• Vocal response</li> <li>• Creative movement to <b>music</b></li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> </ul>

**Third Grade (continued)**

<b>Content Standard</b>	<b>Benchmarks</b>	<b>Activities</b>	<b>Assessment</b>
<p>4. Composing and arranging music within specified guidelines</p>	<ul style="list-style-type: none"> <li>• Create patterns in duple and triple meters using the following symbols and syllables:  quarter= ta  eighth= ti-ti  half= ta-a  whole = ta-a-a-a  triplet= triple-ti</li> </ul>	<ul style="list-style-type: none"> <li>• Choose an instrument</li> <li>• Visual chart</li> <li>• Pitched/unpitched percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> </ul>
<p>5. Reading and notating music</p>	<ul style="list-style-type: none"> <li>• Perform patterns in duple and triple meters through reading and notation using the following symbols:  quarter= ta  eighth = ti-ti  half= ta-a  whole= ta-a-a-a  triplet= triple-ti</li> <li>• Be able to identify visual melodic patterns</li> <li>• Experience the five-line staff with the treble clef</li> <li>• Continue to experience time signatures (beat groups) through score reading</li> <li>• Identify the following symbols and syllables:  piano (p)  forte (f)  fermata ( )  accent(&gt;)  1<sup>st</sup> and 2<sup>nd</sup> endings ( )  repeat signs ( )</li> <li>• Notate simple speech patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Use of music textbook</li> <li>• Score reading using a variety of materials</li> <li>• Rhythmic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> </ul>
<p>6. Listening to, analyzing, and describing music</p>	<ul style="list-style-type: none"> <li>• Be able to identify aural melodic patterns</li> <li>• Discriminate between the body of a piece, the introduction, the coda, and the interlude</li> <li>• Verbally name the music alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Use of music textbook</li> <li>• Listening activity</li> <li>• Songs</li> <li>• Instruments</li> <li>• Movement</li> <li>• Partner activities</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> </ul>

Third Grade (continued)

Content Standard	Benchmarks	Activities	Assessment
7. <b>Evaluating music and music performances</b>	<ul style="list-style-type: none"> <li>• Evaluate various performances through the use of recording equipment and individual and group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Performances in class and <b>in community</b></li> <li>• Culture arts activities</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> </ul>
8. Understanding relationships between music, the other arts, and disciplines outside the arts	<ul style="list-style-type: none"> <li>• Continue to develop a repertoire of songs/literature including singing games and cumulative and seasonal songs from diverse cultures</li> <li>• Continue to perform round dances, line dances, and simple square dances from diverse cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Use of musical textbook</li> <li>• Singing games</li> <li>• Seasonal songs</li> <li>• Songs/diverse</li> <li>• Dances/diverse cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> </ul>
9. Understanding music in relation to history and culture	<ul style="list-style-type: none"> <li>• Continue to develop a repertoire of songs/literature, including the following types: spirituals, singing games, cumulative, patriotic, seasonal, canons/rounds, and ballads</li> <li>• Perform folk dances</li> <li>• Study and experience a unit on the instrumental style in conjunction with a baroque composer such as J. S. Bach</li> </ul>	<ul style="list-style-type: none"> <li>• Use of musical textbook</li> <li>• Songs/dances</li> <li>• Baroque composer</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> </ul>
10. Technology	<ul style="list-style-type: none"> <li>• Participate in the recording of rehearsals/performances</li> <li>• Use digital keyboards (clavinova) to experience style, sound effects, timbre, and improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Technology links/music textbook</li> <li>• <b>Recording</b> rehearsals/performances</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> </ul>

## Fourth Grade

Content Standard	Benchmarks	Activities	Assessment
<p>I. Singing, alone and with others, a varied repertoire of music</p>	<ul style="list-style-type: none"> <li>• Continue to perform patterns in 2/4, 4/4, 6/8, and 3/4</li> <li>• Perform do, re, mi, sol, la, and do</li> <li>• Experience fa and ti</li> <li>• Continue to perform songs with ostinati, countermelodies, and descants</li> <li>• Continue building a song</li> <li>• Demonstrate proper vocal tone production</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch-matching games</li> <li>• Echo-singing</li> <li>• Call-response</li> <li>• Solo/duet</li> <li>• Listening activities</li> <li>• 2-3-part round/canons</li> <li>• Partner songs</li> <li>• Vowel formation</li> <li>• Breathing exercises</li> <li>• Vocal warm-ups</li> <li>• Conductor cues/attack and various dynamic levels</li> <li>• Use of music textbook</li> <li>• Speaking and singing</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>-Performance</li> <li>-Peer</li> </ul> </li> </ul>

Fourth Grade (continued)

Content Standard	Benchmarks	Activities	Assessment
<p>2. Performing on instruments, alone and with others, a varied repertoire of music</p>	<ul style="list-style-type: none"> <li>• Continue to develop pulse maintenance</li> <li>• Perform patterns in duple/triple meter using the following symbols and syllables: quarter =ta Eighth =ti-ti half =ta-a dotted half = ta-a-a whole =ta-a-a-a triple =triple-ti</li> <li>• Experience the patterns: () ti-demi () teem-da; () and () ti-fi-ti-fi</li> <li>• Demonstrate knowledge of the () and () used as an anacrusis (upbeat/pick-up)</li> <li>• Continue to perform rhythmic rounds/canons</li> <li>• Continue to perform in 2/4, 4/4, 6/8, 3/4 meters through moving, body percussion, speaking, and playing a visual melodic line</li> <li>• Experience fa and ti through playing the barred instruments</li> <li>• Perform rhythm patterns using four-level body percussion</li> <li>• Perform all forms of the bordun (simple chord, broken, crossover, level, and moving) on the barred instruments</li> <li>• Perform multi-part (3-5) orchestrations for barred and small percussion instruments</li> <li>• Perform B, A, and G on soprano recorders</li> </ul>	<ul style="list-style-type: none"> <li>• Beat awareness games</li> <li>• Story orchestrations</li> <li>• Chord bordun and variations</li> <li>• Perform cross-rhythms</li> <li>• Multi-part orchestrations</li> <li>• Recorder playing</li> <li>• <b>Movement</b></li> <li>• Body percussion</li> <li>• Playing instruments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>- Performance</li> <li>-Peer</li> </ul> </li> </ul>

Fourth Grade (continued)

Content Standard	Benchmarks	Activities	Assessment
<p>3. Improvising melodies, variations, and accompaniments</p>	<ul style="list-style-type: none"> <li>• Experience creative movement to accompanying composed <b>music or text</b></li> <li>• Improvise a simple melody/accompaniment to demonstrate theme and variations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creative movement</b></li> <li>• Sound orchestrations</li> <li>• Vocal response</li> <li>• Song accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal -Written -Performance -Peer</li> </ul>
<p>4. Composing and arranging music within specified guidelines</p>	<ul style="list-style-type: none"> <li>• Create patterns using the following symbols and syllables: quarter= ta eighth= ti-ti half= ta-a dotted half= ta-a-a whole =ta-a-a-a triplet= triple-ti</li> <li>• Create rhythm patterns using four-level body percussion</li> <li>• Continue to orchestrate more complex songs, chants, and sound stories</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create a visual score</b> using a variety of materials</li> <li>• Story orchestrations</li> <li>• <b>Partner activities</b></li> <li>• Musical question/answer</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal -Written -Performance -Peer</li> </ul>

Fourth Grade (continued)

Content Standard	• Benchmarks	Activities	Assessment
<p>5. Reading and notating music</p>	<ul style="list-style-type: none"> <li>• Perform patterns through reading and notation using the following symbols and syllables:               <ul style="list-style-type: none"> <li>quarter= ta</li> <li>eighth = ti-ti</li> <li>half= ta-a</li> <li>dotted half= ta-a-a</li> <li>whole = ta-a-a-a</li> <li>triple= triple-ti</li> </ul> </li> <li>• Perform do, re, mi, sol, la, and do through reading a visual melodic line</li> <li>• Experience re on a five-line staff</li> <li>• Identity and follow the symbols DA, CAPO, and FINE</li> <li>• Identify the following symbols:               <ul style="list-style-type: none"> <li>plaiuissimo = pp</li> <li>fortissimo = ff</li> <li><b>crescendo</b> = &lt;</li> <li>decrescendo = &gt;</li> <li>1<sup>st</sup> and 2nd ending = ( ) m</li> <li><b>accent</b>="</li> <li>phrase= ( )</li> <li>slur=( )</li> </ul> </li> <li>• Identity the line and space notes on the treble clef</li> </ul>	<ul style="list-style-type: none"> <li>• Use of music textbook</li> <li>• Rhythmic dictation</li> <li>• Theory worksheets</li> <li>• Song detectives</li> <li>• Group activities using <b>terms, notes, and</b> rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>- Performance</li> <li>-Peer</li> </ul> </li> </ul>
<p>6. Listening to, analyzing, and describing music</p>	<ul style="list-style-type: none"> <li>• Identity the instruments and instrument families of the symphony orchestra</li> <li>• Experience rondo form (ABACA...) by creating and contrasting sections (B, C,...) when given the A section of a rondo, and identifying contrasting sections</li> <li>• Differentiate between unison/harmony, and solo/chorus</li> </ul>	<ul style="list-style-type: none"> <li>• Use of music textbook</li> <li>• Listening activities</li> <li>• Instrument LD. games</li> <li>• Form maps of master works</li> <li>• Rondo form</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>- Performance</li> <li>-Peer</li> </ul> </li> </ul>

Fourth Grade (continued)

Content Standard	• Benchmarks	Activities	Assessment
7. Evaluating music and music performances	<ul style="list-style-type: none"> <li>• Evaluate various performances through the use of recording equipment, individual and group discussions, and written journal entries</li> </ul>	<ul style="list-style-type: none"> <li>• Performances in class and community</li> <li>• Cultural arts presentations</li> <li>• Use of music textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>- Performance</li> <li>-Peer</li> </ul> </li> </ul>
8. Understanding relationships between music, the other arts, and disciplines outside the arts	<ul style="list-style-type: none"> <li>• Dramatize speech and song material from diverse cultures</li> <li>• Continue to develop a repertoire of folk songs and songs/literature from diverse cultures</li> <li>• Perform organized dances from diverse cultures and develop a language vocabulary for them</li> </ul>	<ul style="list-style-type: none"> <li>• Use of music textbook</li> <li>• Diverse song repertoire</li> <li>• Diverse folk dance repertoire</li> <li>• Literature connection</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>- Performance</li> <li>-Peer</li> </ul> </li> </ul>
9. Understanding music in relation to history and culture	<ul style="list-style-type: none"> <li>• Continue to develop a repertoire of songs from diverse cultures including the following types: spirituals, singing <b>games, cumulative, patriotic, seasonal, canons/rounds, and ballads</b></li> <li>• Study, experience, and perform in depth the music of a classical composer such as Mozart</li> </ul>	<ul style="list-style-type: none"> <li>• Use of musical textbook</li> <li>• Diverse song repertoire</li> <li>• Classical composer study</li> <li>• Cultural arts activities</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>- Performance</li> <li>-Peer</li> </ul> </li> </ul>
10. Technology	<ul style="list-style-type: none"> <li>• Participate in the recording of rehearsals/performances</li> <li>• Use digital keyboards (clavinova) to experience style, sound effects, timbre, and improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Technology links from music textbook</li> <li>• Recording rehearsals/performances</li> <li>• Use of digital keyboard (clavinova)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>- Performance</li> <li>-Peer</li> </ul> </li> </ul>

## Fifth Grade

Content Standard	Benchmarks	Activities	Assessment
<p>1. Singing, alone and with others, a varied repertoire of music</p>	<ul style="list-style-type: none"> <li>• Experience the patterns ( ), ( ), ( )(syncopation), and ( )(tie)</li> <li>• Continue to perform in 2/4, 4/4, 6/8, and 3/4</li> <li>• Continue to sing and perform pentatonic melodies</li> <li>• Demonstrate proper vocal tone production; pitch matching, attack, cut-off, various dynamic levels, proper vowel placement, and breathing techniques</li> <li>• Continue building a repertoire of songs, including patriotic, <b>seasonal, contemporary, partner songs, rounds and canons</b>, from diverse cultures/styles</li> <li>• Demonstrate the ability to perform a two-part score</li> <li>• Differentiate between major/minor tonality</li> <li>• Continue to demonstrate the difference between the A and B sections within AB, ABA, ABAC</li> <li>• Perform music using legato, staccato, and marcato phrasing</li> <li>• Continue to perform rounds and canons</li> <li>• Transfer body levels to absolute pitches for singing and playing</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch-matching in a variety of keys and modes</li> <li>• Echo-singing</li> <li>• Call-response</li> <li>• Solo/duet</li> <li>• Listening activities</li> <li>• 3-4 part canon</li> <li>• Partner songs</li> <li>• Sing descants, <b>harmonize</b></li> <li>• Vowel formation</li> <li>• Breathing exercises</li> <li>• Vocal warm-ups</li> <li>• Conductor cues</li> <li>• Speaking/singing</li> <li>• Use of music textbook</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>-Performance</li> <li>-Peer</li> </ul> </li> </ul>

Fifth Grade (continued)

Content Standard	Benchmarks	Activities	Assessment
<p>2_ <b>Performing on instruments, alone and with others, a varied repertoire of music</b></p>	<ul style="list-style-type: none"> <li>• Perform four-measure using the following symbols and syllables: <b>quarter= ta</b> dotted quarter ta-ee <b>eighth = ti-ti</b> <b>half = ta-a</b> dotted <b>half = ta-a-a</b> whole ta-a-a-a sixteenth = ti-fi-ti-fi triple = triple-ti</li> <li>• Experience the patterns ( ), ( ), ( ) (syncopation), and ( ) (tie)</li> <li>• Perform a two-part rhythmic score</li> <li>• Continue to perform in 2/4, 4/4, 6/8, 3/4</li> <li>• Demonstrate the ability to perform a 3-6 part score</li> <li>• Differentiate between major/minor tonality</li> <li>• Continue to demonstrate the difference between the A and B sections within AB, ABA, ABAC</li> <li>• Construct a pentatonic scale using barred instruments</li> <li>• Utilize speech with four-level body percussion</li> <li>• Play simple two measure melodies on the barred instruments</li> <li>• Experience the I-V chord on the barred instruments</li> <li>• Perform cross rhythm patterns on small percussion instruments</li> <li>• Review recorder techniques</li> <li>• Continue to identify note values by performing questions and answers on the barred instruments and recorders</li> </ul>	<ul style="list-style-type: none"> <li>• Beat awareness games</li> <li>• Story orchestrations</li> <li>• Playing chord bordun and variations</li> <li>• Playing multi-part orchestrations</li> <li>• Chord changes</li> <li>• Cross-rhythms/percussion <b>review</b></li> <li>• Recorder playing</li> <li>• Questions/answers using barred instruments</li> <li>• Moving and body <b>percussion</b></li> <li>• Speech</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal -Written -Performance -Peer</li> </ul>

Fifth Grade (continued)

Content Standard	Benchmarks	Activities	Assessment
3. Improvising melodies, variations, And accompaniments	<ul style="list-style-type: none"> <li>• Create a contrasting theme for a rondo</li> <li>• Perform simple vocal improvisations</li> </ul>	<ul style="list-style-type: none"> <li>• Creative movement utilizing rondo</li> <li>• Sound orchestrations</li> <li>• Vocal response</li> <li>• Song accompaniment</li> <li>• Playing small percussion and barred instruments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>- Performance</li> <li>-Peer</li> </ul> </li> </ul>
4. Composing and arranging music within specified guidelines	<ul style="list-style-type: none"> <li>• Continue to utilize and create rhythm patterns</li> <li>• Continue to orchestrate more complex songs, chants, And sound stories</li> </ul>	<ul style="list-style-type: none"> <li>• Create a visual score using a variety of materials</li> <li>• Story orchestrations using a variety of small percussion and Barred instruments</li> <li>• Partner activities</li> <li>• Musical question/answer</li> <li>• Using four level body <b>Percussion</b></li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>- Performance</li> <li>-Peer</li> </ul> </li> </ul>
5. Reading and notating music	<ul style="list-style-type: none"> <li>• Perform four-measure patterns:               <ul style="list-style-type: none"> <li>quarter= ta</li> <li>dotted quarter= ta-ee</li> <li>Eighth = ti-ti</li> <li>Half= ta-a</li> <li>Dotted half= ta-a-a</li> <li>Whole = ta-a-a-a</li> <li>sixteenth= ti-fi-ti-fi</li> <li>Triplet= triple-ti</li> </ul> </li> <li>• Read a two-part rhythmic or melodic score</li> <li>• Review solfège, adding fa and ti staff placement</li> <li>• Review note value names, musical terms, and symbols</li> <li>• Continue to demonstrate the difference between the A And B sections within AB, ABA, and ABAC</li> </ul>	<ul style="list-style-type: none"> <li>• Use of music textbook</li> <li>• Rhythmic dictation</li> <li>• Theory worksheets</li> <li>• Group activities using terms, notes, and rhythms</li> <li>• Reading a visual melodic line</li> <li>• Singing and playing instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>- Performance</li> <li>-Peer</li> </ul> </li> </ul>

Fifth Grade (continued)

Content Standard	Benchmarks	Activities	Assessment
6. Listening to, analyzing, and describing music	<ul style="list-style-type: none"> <li>• Identify traditional and non-traditional instruments and instrument families</li> <li>• Differentiate between major/minor tonality</li> <li>• Continue to demonstrate the difference between the A and B sections within AB, ABA, ABAC</li> </ul>	<ul style="list-style-type: none"> <li>• Use of music textbook</li> <li>• <b>Listening activities</b></li> <li>• Instrument identification games</li> <li>• Form maps of masterworks</li> <li>• Rondo form</li> <li>• Major/minor tonality</li> <li>• <b>Movement activities</b></li> <li>• Singing and playing instruments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>- Performance</li> <li>-Peer</li> </ul> </li> </ul>
7. Evaluating music and music performances	<ul style="list-style-type: none"> <li>• Evaluate various performances</li> </ul>	<ul style="list-style-type: none"> <li>• Performance in class and in community</li> <li>• Cultural arts presentations</li> <li>• Use of music textbook</li> <li>• Use of recording equipment</li> <li>• Individual/group discussions</li> <li>• Written journal entries</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>- Performance</li> <li>-Peer</li> </ul> </li> </ul>
8. Understanding relationships between music, the other arts, and disciplines outside the arts	<ul style="list-style-type: none"> <li>• Continue to dramatize speech and song material from diverse cultures</li> <li>• Continue to develop a dance repertoire from diverse cultures</li> <li>• Continue to develop a repertoire of folk songs and songs/literature from diverse cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Use of music textbook</li> <li>• Diverse song repertoire</li> <li>• Diverse folk dance repertoire</li> <li>• Literature connection</li> <li>• <b>Creative movement</b></li> <li>• Popular dance movement</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>- Performance</li> <li>-Peer</li> </ul> </li> </ul>

Fifth Grade {continued}

Content Standard	Benchmarks	Activities	Assessment
9. Understanding music in relation to history and culture	<ul style="list-style-type: none"> <li>• Continue to develop and identify a repertoire of songs from diverse cultures/styles</li> <li>• Study, experience, and perform in depth the music of a "bridge" composer such as Beethoven</li> </ul>	<ul style="list-style-type: none"> <li>• Use of musical textbook</li> <li>• Diverse song repertoire: including the following song types: folk, spirituals, singing games, cumulative, jazz and popular, patriotic, seasonal, canons/rounds, and ballads</li> <li>• Classical composer study</li> <li>• Cultural arts activities</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>- Performance</li> <li>-Peer</li> </ul> </li> </ul>
10. Technology	<ul style="list-style-type: none"> <li>• Participate in the recording of rehearsals/performances</li> <li>• Use digital keyboards (clavinova) to experience style, sound effects, timbre, and improvisation</li> <li>• Perform with the use of CDs and other technology</li> </ul>	<ul style="list-style-type: none"> <li>• Technology links from music textbook</li> <li>• Recording rehearsals/performances</li> <li>• Use of digital keyboard (clavinova)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn/written</li> <li>• Rubric</li> <li>• Student Journal               <ul style="list-style-type: none"> <li>-Written</li> <li>- Performance</li> <li>-Peer</li> </ul> </li> </ul>

## Sixth Grade Music Appreciation

Content Standard	Benchmarks	Activities	Assessment
1. Singing, alone and with others, a varied repertoire of music	<ul style="list-style-type: none"> <li>• Demonstrate proper unison singing with and without <b>accompaniment</b></li> <li>• Continue to develop a repertoire of songs including patriotic, seasonal, canon rounds, partner songs, folk, and pop</li> </ul>	<ul style="list-style-type: none"> <li>• Call/response songs</li> <li>• Sing with piano and/or CD</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Verbal</li> </ul>
2. Perform on instruments, alone and with others, a varied repertoire of music	<ul style="list-style-type: none"> <li>• Perform rhythmic patterns of varying complexities</li> <li>• Develop ensemble skills</li> <li>• React appropriately to conductor's directions</li> </ul>	<ul style="list-style-type: none"> <li>• Percussion instruments</li> <li>• Choir chimes</li> <li>• MIDI keyboards</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Verbal</li> </ul>
3. Improvising melodies, variations, and accompaniments	<ul style="list-style-type: none"> <li>• Improvise original melodies on keyboard instrument</li> <li>• Reproduce a melody by ear on keyboard instruments</li> </ul>	<ul style="list-style-type: none"> <li>• MIDI keyboards</li> <li>• <b>Piano</b></li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Verbal</li> </ul>
4. Composing and arranging music within specified guidelines	<ul style="list-style-type: none"> <li>• Compose original melodies using keyboard instruments</li> <li>• Create musical accompaniment and background for videos</li> </ul>	<ul style="list-style-type: none"> <li>• MIDI</li> <li>• <b>Piano</b></li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Verbal</li> </ul>
5. Reading and notating music	<ul style="list-style-type: none"> <li>• Demonstrate basic levels of note reading in bass and treble clef</li> <li>• Understand time signatures and key signatures</li> <li>• Understand music terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Work sheets</li> <li>• Games</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Verbal</li> </ul>
6. Listening to, analyzing, and describing music	<ul style="list-style-type: none"> <li>• Articulate a critique of a performance</li> <li>• Listen to live and recorded music</li> <li>• Listen to music from diverse cultures and historical periods</li> <li>• Discern appropriate sounds and styles</li> </ul>	<ul style="list-style-type: none"> <li>• Concerts/assemblies</li> <li>• CD's/tapes</li> <li>• Listening sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Verbal</li> </ul>
7. Evaluating music and music performances	<ul style="list-style-type: none"> <li>• Establish criteria for evaluation</li> <li>• Articulate evaluation using appropriate terminology</li> <li>• Articulate individual preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Verbal</li> </ul>
8. Understanding relationships between music, the other arts, and disciplines outside the arts	<ul style="list-style-type: none"> <li>• Create visual representations of musical selections</li> <li>• Experience basic folk dances from various cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Drawings</li> <li>• <b>Dance</b></li> <li>• Performance (self and others)</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Verbal</li> </ul>

## New Branches Performance Curriculum

Objective	Grade Level	Instructional Strategies	Classroom Student Activities	Essential Terminology	Classroom Resources & Tools	Student Understanding & Assessment	National Standard
<p>A. To provide the basic techniques and techniques of playing a keyboard.</p> <p>B. To learn proper finger/hand positioning as well as proper body posture for playing a keyboard instrument</p> <p>C. To learn how to read music notation in the treble and bass clefs.</p> <p>D. To play with both hands simultaneously.</p> <p>E. To learn the concept of time signature and key signature.</p> <p>F. To be able to recognize notes on the lines and spaces of the grand staff as well as the value of notes and rests.</p>	7 <sup>th</sup> - 8 <sup>th</sup>	<ul style="list-style-type: none"> <li>Verbal instruction from teacher along with visual <b>instruction from</b> overhead projector and whiteboard. Objectives: A, B, C, E, F</li> <li>Audio instruction as <b>teacher demonstrates various techniques.</b> Objectives: A, B, C, D</li> <li>One-to-one <b>instruction as teacher</b> circulates throughout the classroom providing individual <b>instruction.</b> Objectives: A, B, C, D, E, F.</li> <li>Worksheets providing additional <b>information to be</b> placed in students' music folders. Objectives: A, B, C, E, F</li> </ul>	<ul style="list-style-type: none"> <li>Students are each assigned skill-level-appropriate sheet music which they <b>are to be practicing</b> and working on during the duration of the class period. Objectives: A, B, C, <b>D, E, F</b></li> <li>Each student is <b>assigned their</b> electric keyboard and set of headphones. Students may raise their hand <b>if</b> they are in need of immediate help. Objectives: B, D</li> <li>Students practice what they are assigned until the teacher comes and <b>assesses and evaluates their</b> progress, offering <b>them instruction and</b> guidance. Objectives B, C, D, F</li> </ul>	<ul style="list-style-type: none"> <li>Keyboard                             <ul style="list-style-type: none"> <li>Music stand</li> <li>Staff</li> <li>Grand staff</li> <li>Treble clef</li> <li>Bass clef</li> <li>Hand position</li> <li>Finger numbers</li> <li>5-finger position</li> </ul> </li> <li><b>Note names</b></li> <li><b>Lines</b></li> <li><b>Spaces</b></li> <li>Note values</li> <li><b>Rest values</b></li> <li>Measure</li> <li>Bar line</li> <li>Double bar line</li> <li>Repeat sign</li> <li>Slur</li> <li>Tie</li> <li>Dynamic markings</li> <li>Tempo markings</li> <li>Key signature</li> <li>Time signature</li> <li>Sharps</li> <li>Flats</li> <li>Natural</li> <li>Eighth note</li> <li>Quarter note</li> <li>Half note</li> <li>Major key</li> <li>Whole note</li> </ul>	<ul style="list-style-type: none"> <li>Electronic                             <ul style="list-style-type: none"> <li>Adapters</li> <li>Surge <b>protectors</b></li> <li><b>Music</b> stands</li> <li><b>Piano</b> music</li> <li>Pencils</li> <li>Handouts/worksheets</li> <li>Overhead <b>projector</b></li> <li>Whiteboard</li> <li>Acoustic <b>piano</b></li> <li>Staff paper</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students will engage in playing for the <b>teacher</b> individually. Objectives: <b>A, B, C, D, E, F</b></li> <li>Playing tests. Objectives: <b>A, B, C, D, E, F</b></li> <li>Written tests. Objectives: <b>A, C, E, F</b></li> <li>Opportunities to play for other students and <b>audiences.</b> Objectives: <b>A, C, D, E, F</b></li> </ul>	<p>National Standard#2 <i>a.b.c</i> <b>Perform on instruments,</b> alone and with others, a varied repertoire of <b>music.</b></p> <p>National Standard#5 <i>a.b.c.d.</i> Reading and notating <b>music.</b></p> <p>National Standard#7 <i>a.b</i> Evaluating <b>music and</b> music performances.</p>

# New Standards & Curriculum

Objective	Grade	Instructional Strategies	Classroom Student Activities	Essential Terminology	Classroom Resources & Tools	Student Understanding Assessment	National Standard
<p>A. To educate students about the basic skills, fundamentals and techniques of proper choral singing.</p> <p>B. To help students "find" their singing voice and to develop awareness of proper diaphragmatic breathing and breath management</p> <p>C. To develop and strengthen ear training skills, ability to read vocal/choral music scores.</p> <p>D. To develop a heightened awareness of vowel production, articulation and proper voice placement.</p> <p>E. To expand from unison singing to 2-part and develop ability to sing harmony.</p> <p>F. To increase knowledge of music theory.</p> <p>G. To further develop sight-reading skills; to increase students' confidence in singing and prepare them for performance experiences.</p> <p>H. To increase students' confidence in singing and prepare them for performance experiences.</p>	<p>7<sup>th</sup> &amp; 8<sup>th</sup></p>	<ul style="list-style-type: none"> <li>• Provide situations and opportunities for students to feel comfortable and confident singing in front of and with their peers. Objectives: B, D, E, F, H</li> <li>• Begin class with exercises that help focus their minds and their energy - these include echoing rhythm patterns, melodic patterns, developing ear training. Objectives: A, B, C, H</li> <li>• Vocal warm-ups are utilized which help expand vocal ranges, developed greater awareness of breath management and proper breathing, help build awareness of blending sound Objectives: A, B, C, D, E, H</li> <li>• Learn music on a number system and translate that knowledge to singing with written text. Objectives: C, D, F, G</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Include student</del> journaling about various choral concepts as well as classroom and individual expectations and goals and observations on progress. Objectives: A, H</li> <li>• Students will engage in various warm-ups in preparation for working on choral music. Objectives: A, B, C, D, H</li> <li>• Students will build their sight reading skills using the number system. Objectives: F, G</li> <li>• They will sing from a choral score and learn choral pieces in preparation for performing at various events. Objectives: C, E, F, H</li> <li>• Students will engage in listening to other choral performances and engage in discussions. Objectives: A, D, H</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Breath</del> management</li> <li>• Pitch</li> <li>• Soft palate</li> <li>• Diaphragm</li> <li>• Score</li> <li>• Diphthong</li> <li>• Treble clef</li> <li>• Bass clef</li> <li>• Octave</li> <li>• Treble voices</li> <li>• Vocal chords</li> <li>• Larynx</li> <li>• Melody, Harmony</li> <li>• Solfege</li> <li>• Vowel production</li> <li>• Voice placement</li> <li>• Blend</li> <li>• Consonants</li> <li>• Articulation</li> <li>• Facial expression</li> <li>• Measures</li> <li>• Stanza</li> <li>• Note value</li> <li>• Artistry</li> <li>• Interpretation</li> <li>• Beat, Rhythm</li> <li>• Introduction</li> <li>• Solo, Duet, Trio</li> <li>• Quartet, Ensemble</li> <li>• Tone quality</li> <li>• Vibrato, Phrasing</li> <li>• A capella</li> <li>• Stage presence</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Flute</del> arrangements</li> <li>• Journals</li> <li>• Worksheets</li> <li>• Overhead projector</li> <li>• Whiteboard</li> <li>• CD player</li> <li>• Pencils</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Students are</del> assessed on their active demonstration of proper choral behavior. Objectives: A, B, H</li> <li>• Students are assessed on their engagement in classroom instruction and active contribution toward a positive class climate. Objectives: A, B, C, G, H</li> <li>• Students are assessed on individual knowledge of material presented in class. Objectives: C, F, H</li> <li>• Students are assessed on concert-preparedness and participation. Objectives: H</li> <li>• Students are assessed on written assessments. Objectives A, F</li> </ul>	<p>National Standard#] a.b.c.d.e. Singing, alone and with others, a varied repertoire of music.</p> <p>National Standard #5 a.b.c.d. Reading and notating music.</p> <p>National Standard#6 a.b.c.d.e. Listening to, analyzing and describing music.</p> <p>National Standard #7 a.b. Evaluating music and music performance.</p> <p>National Standard #9 a.b.c.d. Understanding music in relationship to history and culture.</p>



**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to understand what personal and general space are.
2. The students will be able to define and show what it means to follow directions.

Instructional Window #2	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Checklist Evaluation of personal space and understanding boundaries. Completed in the beginning of the year, and end of the year.</b></p>	<p>Unit 2 Title: <b>Use Of Space and Following Directions</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>M.MC.00.01</b> demonstrate limited elements of space awareness movement concepts for location (e.g., self-space) in isolated settings.</p> <p><b>M.MC.00.02</b> demonstrate limited elements of space awareness movement concepts for directions (e.g., up/down and forward/backward) in isolated settings.</p> <p><b>M.MC.00.03</b> demonstrate limited elements of space awareness movement concepts for levels (e.g., low and high) in isolated settings.</p> <p><b>M.MC.00.04</b> demonstrate selected elements of space awareness movement concepts for pathways (e.g., straight and curved) in isolated settings.</p> <p><b>M.MC.00.05</b> demonstrate selected elements of space awareness movement concepts for extensions (e.g., large/small) in isolated settings.</p> <p><b>M.MS.00.01</b> demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, swinging, jumping, and landing in isolated settings.</p> <p><b>K.MC.00.01</b> identify limited space awareness movement concepts for location (e.g., self-space and general space).</p> <p><b>K.MC.00.02</b> identify limited space awareness movement concepts for directions (e.g., up/down and forward/backward).</p> <p><b>K.MC.00.03</b> identify limited space awareness movement concepts for levels (e.g., low and high).</p>

			<p><b>K.MC.00.04</b> identify selected space awareness movement concepts for pathways (e.g., straight and curved).</p> <p><b>K.MC.00.05</b> identify selected space awareness movement concepts for extensions (e.g., large/small).</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will be able to continuously move without stopping for a set (progressing) time.
2. Students will be able to tell when your body exercises the stronger it becomes.
3. Students will understand what exercise does to a body.

<b>Instructional Window #3</b>	<b>Instructional Units</b>	<b>Common Core State Standards –N/A National Standards NASPE</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days:<b>Once a month</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Completed/Not Completed</b></p>	<p>Unit 3 Title: <b>Aerobic Fitness Starting at 2 minutes moving up to 7 minutes (end of year)</b></p> <p><b>Benefits of physical activity</b></p>	<p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>M.MC.00.01</b> demonstrate limited elements of space awareness movement concepts for location (e.g., self-space) in isolated settings.</p> <p><b>M.MC.00.06</b> demonstrate selected elements of effort movement concepts for time (e.g., fast/slow) in isolated settings.</p> <p><b>K.FB.00.01</b> use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</p> <p><b>K.MC.00.06</b> identify selected effort movement concepts for time (e.g., fast/slow).</p> <p><b>K.AN.00.0</b> identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).</p> <p><b>A.PE.00.01</b> participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.</p>

			<b>A.AN.00.01</b> identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to identify most body parts
2. The students will be able to demonstrate different body planes

<b>Instructional Window #4</b>	<b>Instructional Units</b>	<b>Common Core State Standards–N/A National Standards NASPE</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: <b>2</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Checklist evaluation done by teacher</b></p>	<p>Unit 4 Title: <b>Body Parts and Planes</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p><b>M.MC.00.01</b> demonstrate limited elements of space awareness movement concepts for location (e.g., self-space) in isolated settings.</p> <p><b>M.MC.00.02</b> demonstrate limited elements of space awareness movement concepts for directions (e.g., up/down and forward/backward) in isolated settings.</p> <p><b>M.MC.00.03</b> demonstrate limited elements of space awareness movement concepts for levels (e.g., low and high) in isolated settings.</p> <p><b>M.MC.00.04</b> demonstrate selected elements of space awareness movement concepts for pathways (e.g., straight and curved) in isolated settings.</p> <p><b>M.MC.00.05</b> demonstrate selected elements of space awareness movement concepts for extensions (e.g., large/small) in isolated settings.</p> <p><b>M.MC.00.09</b> demonstrate elements of relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical) in isolated settings.</p> <p><b>M.MC.00.10</b> demonstrate selected elements of relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind) in isolated settings.</p>

			<b>M.MC.00.11</b> demonstrate selected elements of relationship movement concepts with people (e.g., leading/following) in isolated settings.
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to complete an instep kick
2. The students will be able to complete a foot dribble
3. The students will be able to define best effort and show it during class.

<b>Instructional Window #5</b>	<b>Instructional Units</b>	<b>Common Core State Standards –N/A National Standards NASPE</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days:<b>3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed:<b>Pre and post skill assessments</b></p>	<p>Unit 5 Title: <b>Instep Soccer Kick Soccer Foot Dribble Best Effort</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MC.00.02</b> demonstrate limited elements of space awareness movement concepts for directions (e.g., up/down and forward/backward) in isolated settings.</p> <p><b>K.FB.00.01</b> use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</p> <p><b>B.PS.00.01</b> exhibit behaviors which exemplify best effort, cooperation, and compassion with teacher prompting in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to perform a vertical jump.

Instructional Window #6	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>1-2</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed:</p>	<p>Unit 6 Title: <b>Vertical Jump</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p><b>M.MC.00.02</b> demonstrate limited elements of space awareness movement concepts for directions (e.g., up/down and forward/backward) in isolated settings.</p> <p><b>M.MC.00.03</b> demonstrate limited elements of space awareness movement concepts for levels (e.g., low and high) in isolated settings.</p> <p><b>M.MS.00.01</b> demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, swinging, jumping, and landing in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The student will be able to keep time/rhythm to the dance being performed
2. The student will be able to express themselves with different movements.

Instructional Window #7	Instructional Units	Common Core State Standards–N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>3</b></p> <p>Approximate number of re-teaching days:</p>	<p>Unit 7 Title: <b>Dance</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p><b>M.MC.00.01</b> demonstrate limited elements of space awareness movement concepts for location (e.g., self-space) in isolated settings.</p> <p><b>M.MC.00.02</b> demonstrate limited elements of space awareness movement concepts for directions (e.g., up/down and forward/backward) in isolated settings</p>

<p>How the unit will be assessed: <b>informal observation from teacher</b></p>			<p><b>M.MC.00.03</b> demonstrate limited elements of space awareness movement concepts for levels (e.g., low and high) in isolated settings.</p> <p><b>M.MC.00.04</b> demonstrate selected elements of space awareness movement concepts for pathways (e.g., straight and curved) in isolated settings.</p> <p><b>M.MC.00.05</b> demonstrate selected elements of space awareness movement concepts for extensions (e.g., large/small) in isolated settings.</p> <p><b>M.MC.00.09</b> demonstrate elements of relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical) in isolated settings.</p> <p><b>M.MC.00.10</b> demonstrate selected elements of relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind) in isolated settings.</p> <p><b>M.MC.00.11</b> demonstrate selected elements of relationship movement concepts with people (e.g., leading/following) in isolated settings.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The student will be able to complete an underhand throw
2. The student will be able to define cooperation and show examples in class
3. The student will be able to hop on dominant foot unassisted

Instructional Window #8	Instructional Units	Common Core State Standards–N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:<b>2</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>informal observation</b></p>	<p>Unit 8 Title: <b>Underhand throw Cooperation Hop</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MS.00.03</b> demonstrate selected elements of mature form of manipulative skills of roll and underhand throw in isolated settings.</p> <p><b>K.MS.00.03</b> identify selected elements of the following manipulative skills: roll and underhand throw.</p> <p><b>A.PE.00.01</b> participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.</p> <p><b>B.PS.00.01</b> exhibit behaviors which exemplify best effort, cooperation, and compassion with teacher prompting in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The student will be able to perform a stationary dribble and a moving dribble at waist level.
2. The student will correctly be able to slide, gallop and skip.

Instructional Window #9	Instructional Units	Common Core State Standards–N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Pre and post dribble assessments</b></p>	<p>Unit 9 Title: <b>Basketball Dribble Slide/Skip/Gallop</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p><b>M.MS.00.02</b> demonstrate selected elements of mature form of locomotor skills of walk and run in isolated settings.</p> <p><b>K.MS.00.02</b> identify selected critical elements of the following locomotor skills: walk and jump.</p> <p><b>A.PE.00.01</b> participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.</p> <p><b>B.PS.00.01</b> exhibit behaviors which exemplify best effort, cooperation, and compassion with teacher prompting in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The student will be able to jump over the rope and swing the rope overhead.
2. The student will learn how to keep their heart healthy through Jump Rope For Heart
3. The student will be able to define compassion and give examples in class

Instructional Window #10	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Jump rope progression worksheets</b></p>	<p>Unit 10 Title: <b>Jump Rope Compassion</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>M.MC.00.01</b> demonstrate limited elements of space awareness movement concepts for location (e.g., self-space) in isolated settings.</p> <p><b>M.MC.00.02</b> demonstrate limited elements of space awareness movement concepts for directions (e.g., up/down and forward/backward) in isolated settings</p> <p><b>M.MC.00.10</b> demonstrate selected elements of relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind) in isolated settings.</p> <p><b>M.MC.00.11</b> demonstrate selected elements of relationship movement concepts with people (e.g., leading/following) in isolated settings.</p> <p><b>K.FB.00.01</b> use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will perform basic gymnastics skills.

Instructional Window #11	Instructional Units	Common Core State Standards–N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Informal Observation</b></p>	<p>Unit 11 Title: <b>Gymnastics</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>M.MC.00.01</b> demonstrate limited elements of space awareness movement concepts for location (e.g., self-space) in isolated settings.</p> <p><b>M.MC.00.02</b> demonstrate limited elements of space awareness movement concepts for directions (e.g., up/down and forward/backward) in isolated settings</p> <p><b>M.MC.00.09</b> demonstrate elements of relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical) in isolated settings.</p> <p><b>M.MC.00.10</b> demonstrate selected elements of relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind) in isolated settings.</p> <p><b>M.MS.00.01</b> demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, swinging, jumping, and landing in isolated settings.</p> <p><b>K.MC.00.09</b> identify relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical).</p> <p><b>K.MC.00.10</b> identify selected relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind).</p> <p><b>A.AN.00.02</b> support body weight, briefly, in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will be able to throw a ball overhand.
2. Students will be able to correctly swing a bat.

Instructional Window #12	Instructional Units	Common Core State Standards–N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:<b>3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Informal Observation</b></p>	<p>Unit 12 Title: <b>Overhand Throw Batting</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>M.MS.00.01</b> demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, swinging, jumping, and landing in isolated settings.</p> <p><b>M.MS.00.02</b> demonstrate selected elements of mature form of locomotor skills of walk and run in isolated settings.</p> <p><b>M.MS.00.03</b> demonstrate selected elements of mature form of manipulative skills of roll and underhand throw in isolated settings.</p> <p><b>K.MS.00.02</b> identify selected critical elements of the following locomotor skills: walk and jump.</p> <p><b>K.MS.00.03</b> identify selected elements of the following manipulative skills: roll and underhand throw.</p> <p><b>B.FB.00.01</b> use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will understand how correct running form can improve speed.

Instructional Window #13	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Timed sprint</b></p>	<p>Unit 9 Title: <b>Sprinting</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>M.MC.00.06</b> demonstrate selected elements of effort movement concepts for time (e.g., fast/slow) in isolated settings.</p> <p><b>M.MS.00.02</b> demonstrate selected elements of mature form of locomotor skills of walk and run in isolated settings.</p> <p><b>K.MC.00.06</b> identify selected effort movement concepts for time (e.g., fast/slow).</p> <p><b>K.AN.00.1</b> identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).</p>



**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to understand what personal and general space are.
2. The students will be able to define and show what it means to follow directions.

Instructional Window #2	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Checklist Evaluation of personal space and understanding boundaries. Completed in the beginning of the year, and end of the year.</b></p>	<p>Unit 2 Title: <b>Use Of Space and Following Directions</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>M.MC.01.01</b> demonstrate selected elements of space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.</p> <p><b>M.MC.01.02</b> demonstrate selected elements of space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.</p> <p><b>M.MC.01.03</b> demonstrate selected elements of space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.</p> <p><b>M.MC.01.04</b> demonstrate selected elements of space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) in isolated settings.</p> <p><b>M.MC.01.05</b> demonstrate selected elements of space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.</p> <p><b>M.MS.01.01</b> demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, jumping, and landing in isolated settings.</p> <p><b>K.MC.01.01</b> identify all space awareness movement concepts for location (e.g., self-space and general space).</p> <p><b>K.MC.01.02</b> identify all space awareness movement concepts for directions (e.g., up/down, forward/backward, and right/left).</p>

			<p><b>K.MC.01.03</b> identify all space awareness movement concepts for levels (i.e., low, medium, and high).</p> <p><b>K.MC.01.04</b> identify all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag).</p> <p><b>K.MC.01.05</b> identify all space awareness movement concepts for extensions (i.e., large/small and far/near).</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will be able to continuously move without stopping for a set (progressing) time.
2. Students will be able to tell when your body exercises the stronger it becomes.
3. Students will understand what exercise does to a body.

<b>Instructional Window #3</b>	<b>Instructional Units</b>	<b>Common Core State Standards –N/A National Standards NASPE</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days:<b>Once a month</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Completed/Not Completed</b></p>	<p><b>Unit 3 Title: Aerobic Fitness Starting at 3 minutes moving up to 7 or 8 minutes (end of year)</b></p> <p><b>Benefits of physical activity</b></p>	<p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>M.MC.01.01</b> demonstrate selected elements of space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.</p> <p><b>M.MC.01.06</b> demonstrate selected elements of effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.</p> <p><b>K.FB.01.01</b> use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings</p> <p><b>K.MC.01.06</b> identify all effort movement concepts for time (i.e., fast/slow and sudden/sustained).</p> <p><b>K.AN.01.01</b> identify that moderate levels of physical activity increase heart rate, breathing rate, perspiration,</p>

			<p>etc. (e.g., running, galloping, and hopping).</p> <p><b>A.PE.01.01</b> participate, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.</p> <p><b>A.AN.01.01</b> sustain moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping).</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to identify most body parts
2. The students will be able to demonstrate different body planes

<b>Instructional Window #4</b>	<b>Instructional Units</b>	<b>Common Core State Standards–N/A National Standards NASPE</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: <b>2</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Checklist evaluation done by teacher</b></p>	<p>Unit 4 Title: <b>Body Parts and Planes</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p><b>M.MC.01.01</b> demonstrate selected elements of space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.</p> <p><b>M.MC.01.02</b> demonstrate selected elements of space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.</p> <p><b>M.MC.01.03</b> demonstrate selected elements of space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.</p> <p><b>M.MC.01.04</b> demonstrate selected elements of space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) in isolated settings.</p> <p><b>M.MC.01.05</b> demonstrate selected elements of space awareness</p>

			<p>movement concepts for extensions (i.e., large/small and far/near) in isolated settings.</p> <p><b>M.MC.01.09</b> demonstrate selected elements of relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.</p> <p><b>M.MC.01.10</b> demonstrate selected elements of relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.</p> <p><b>M.MC.01.11</b> demonstrate selected elements of relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.</p> <p>pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in isolated settings. o</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to complete an instep kick
2. The students will be able to complete a foot dribble
3. The students will be able to define best effort and show it during class.

Instructional Window #5	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:<b>3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed:<b>Pre and post skill assessments</b></p>	<p>Unit 5 Title: <b>Instep Soccer Kick Soccer Foot Dribble Best Effort</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MC.01.02</b> demonstrate selected elements of space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.</p> <p><b>M.MS.01.04</b> demonstrate selected elements of the manipulative skills of two-handed catch and kick (stationary) in isolated settings.</p> <p><b>K.FB.01.01</b> use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</p> <p><b>B.PS.01.01</b> exhibit selected behaviors which exemplify some of the personal/social character traits of responsibility, best effort, and cooperation in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to perform a vertical jump.

Instructional Window #6	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>1-2</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed:</p>	<p>Unit 6 Title: <b>Vertical Jump</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p><b>M.MC.01.02</b> demonstrate selected elements of space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.</p> <p><b>M.MC.01.03</b> demonstrate selected elements of space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.</p> <p><b>M.MS.01.01</b> demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, jumping, and landing in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The student will be able to keep time/rhythm to the dance being performed
2. The student will be able to express themselves with different movements.

Instructional Window #7	Instructional Units	Common Core State Standards–N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>3</b></p> <p>Approximate number</p>	<p>Unit 7 Title: <b>Dance</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics</p>	<p><b>M.MC.01.01</b> demonstrate selected elements of space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.</p> <p><b>M.MC.01.02</b> demonstrate selected elements of space awareness</p>

<p>of re-teaching days:</p> <p>How the unit will be assessed: <b>informal observation from teacher</b></p>		<p>related to movement and performance.</p>	<p>movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.</p> <p><b>M.MC.01.03</b> demonstrate selected elements of space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.</p> <p><b>M.MC.01.04</b> demonstrate selected elements of space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) in isolated settings.</p> <p><b>M.MC.01.05</b> demonstrate selected elements of space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.</p> <p><b>M.MC.01.09</b> demonstrate selected elements of relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.</p> <p><b>M.MC.01.10</b> demonstrate selected elements of relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.</p> <p><b>M.MC.01.11</b> demonstrate selected elements of relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The student will be able to complete an underhand throw
2. The student will be able to define cooperation and show examples in class
3. The student will be able to hop on dominant foot unassisted

Instructional Window #8	Instructional Units	Common Core State Standards–N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:<b>2</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>informal observation</b></p>	<p>Unit 8 Title: <b>Underhand throw Cooperation Hop</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MS.01.03</b> demonstrate selected elements of the mature form of manipulative skills of roll and underhand throw in isolated settings.</p> <p><b>K.MS.01.03</b> identify selected elements of the following manipulative skills: roll and overhand throw.</p> <p><b>A.PE.01.01</b> participate, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills. <b>B.PS.01.01</b> exhibit selected behaviors which exemplify some of the personal/social character traits of responsibility, best effort, and cooperation in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The student will be able to perform a stationary dribble and a moving dribble at waist level.
2. The student will correctly be able to slide, gallop and skip.

Instructional Window #9	Instructional Units	Common Core State Standards–N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Pre and post dribble assessments</b></p>	<p>Unit 9 Title: <b>Basketball Dribble Slide/Skip/Gallop</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p><b>M.MS.01.02</b> demonstrate selected elements of mature form of locomotor skills of walk, run, leap, slide, gallop, hop, and skip in isolated settings.</p> <p><b>K.MS.01.01</b> identify all the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, and chase.</p> <p><b>A.PE.01.01</b> participate, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.</p> <p><b>B.PS.01.01</b> exhibit selected behaviors which exemplify some of the personal/social character traits of responsibility, best effort, and cooperation in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The student will be able to jump over the rope and swing the rope overhead.
2. The student will learn how to keep their heart healthy through Jump Rope For Heart
3. The student will be able to define compassion and give examples in class

Instructional Window #10	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Jump rope progression worksheets</b></p>	<p>Unit 10 Title: <b>Jump Rope Compassion</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>M.MC.01.01</b> demonstrate selected elements of space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.</p> <p><b>M.MC.01.02</b> demonstrate selected elements of space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.</p> <p><b>M.MC.01.10</b> demonstrate selected elements of relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.</p> <p><b>M.MC.01.11</b> demonstrate selected elements of relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.</p> <p><b>K.FB.01.01</b> use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</p> <p><b>A.HR.01.01</b> recognize three of the five components of health-related fitness</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will perform basic gymnastics skills.

Instructional Window #11	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Informal Observation</b></p>	<p>Unit 11 Title: <b>Gymnastics</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>M.MC.01.01</b> demonstrate selected elements of space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.</p> <p><b>M.MC.01.02</b> demonstrate selected elements of space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.</p> <p><b>M.MC.01.09</b> demonstrate selected elements of relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.</p> <p><b>M.MC.01.10</b> demonstrate selected elements of relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.</p> <p><b>M.MS.01.01</b> demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, jumping, and landing in isolated settings.</p> <p><b>K.MC.01.09</b> identify all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical).</p> <p><b>K.MC.01.10</b> identify all relationship movement concepts of objects and/or people (e.g., over/under, on/off, front/behind, along/through, meeting/parting, surrounding, around, and alongside).</p>

			<p><b>A.AN.01.02</b> support body weight, briefly, in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.</p> <p><b>A.AN.01.03</b> demonstrate flexibility through a full range of motion of major joints</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to throw a ball overhand.
2. The students will be able to correctly swing a bat.

<b>Instructional Window #12</b>	<b>Instructional Units</b>	<b>Common Core State Standards–N/A National Standards NASPE</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days:3</p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Informal Observation</b></p>	<p>Unit 12 Title: <b>Overhand Throw Batting</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>M.MC.01.07</b> demonstrate selected elements of effort movement concepts for force (i.e., strong and light) in isolated settings.</p> <p><b>M.MS.01.01</b> demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, jumping, and landing in isolated settings.</p> <p><b>M.MS.01.02</b> demonstrate selected elements of mature form of locomotor skills of walk, run, leap, slide, gallop, hop, and skip in isolated settings.</p> <p><b>K.MS.01.02</b> identify all the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, and chase.</p> <p><b>K.MS.01.03</b> identify selected elements of the following manipulative skills: roll and overhand throw.</p> <p><b>B.FB.01.01</b> use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will understand how correct running form can improve speed.

Instructional Window #13	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Timed sprint</b></p>	<p>Unit 9 Title: <b>Sprinting</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>M.MC.01.06</b> demonstrate selected elements of effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.</p> <p><b>M.MS.01.02</b> demonstrate selected elements of mature form of locomotor skills of walk, run, leap, slide, gallop, hop, and skip in isolated settings.</p> <p><b>K.MC.01.06</b> identify all effort movement concepts for time (i.e., fast/slow and sudden/sustained).</p> <p><b>K.AN.01.01</b> identify that moderate levels of physical activity increase heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, and hopping).</p>



**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to leap off on one foot and land on the opposite foot.
2. The students will be able to define and show what it means to follow directions.

Instructional Window #2	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Checklist Evaluation of steps on the leap</b></p>	<p>Unit 2 Title: <b>Leaping and Following Directions</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>M.MC.02.01</b> demonstrate selected space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.</p> <p><b>M.MC.02.02</b> demonstrate selected relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.</p> <p><b>M.MC.02.03</b> demonstrate selected relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.</p> <p><b>M.MS.02.02</b> demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, and flee in isolated settings.</p> <p><b>K.MS.02.02</b> describe the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, and flee.</p> <p><b>K.PS.02.02</b> identify key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will be able to continuously move without stopping for a set (progressing) time.
2. Students will be able to tell when your body exercises the stronger it becomes.
3. Students will understand what exercise does to a body.

Instructional Window #3	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:<b>Once a month</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Completed/Not Completed</b></p>	<p>Unit 3 Title: <b>Aerobic Fitness Starting at 4 minutes moving up to 8 minutes (end of year)</b></p> <p><b>Benefits of physical activity</b></p>	<p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>M.MC.02.01</b> demonstrate selected space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.</p> <p><b>M.MC.02.06</b> demonstrate selected effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.</p> <p><b>K.FB.02.01</b> use cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.</p> <p><b>K.MC.02.06</b> describe effort movement concepts for time (i.e., fast/slow and sudden/sustained).</p> <p><b>K.HR.02.02</b> understand the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p><b>K.AN.02.01</b> differentiate between moderate to vigorous levels of physical activity.</p> <p><b>K.FE.02.01</b> identify a limited number of emotions related to how they feel while participating in physical activity</p> <p><b>A.PE.02.01</b> participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game</p>

			<p>structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, dodging, and chasing and fleeing activities.</p> <p><b>A.AN.02.01</b> sustain moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping).</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to identify most body parts
2. The students will be able to demonstrate different body planes

<b>Instructional Window #4</b>	<b>Instructional Units</b>	<b>Common Core State Standards–N/A National Standards NASPE</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: <b>2</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Checklist evaluation done by teacher</b></p>	<p>Unit 4 Title: <b>Body Parts and Planes</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p><b>M.MC.02.01</b> demonstrate selected space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.</p> <p><b>M.MC.02.02</b> demonstrate selected space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.</p> <p><b>M.MC.02.03</b> demonstrate selected space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.</p> <p><b>M.MC.02.04</b> demonstrate selected space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) in isolated settings.</p> <p><b>M.MC.02.05</b> demonstrate selected</p>

			<p>space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.</p> <p><b>M.MC.02.09</b> demonstrate selected relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.</p> <p><b>M.MC.02.10</b> demonstrate selected relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.</p> <p><b>M.MC.02.11</b> demonstrate selected relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.</p> <p><b>M.MS.02.11</b> demonstrate selected elements of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in isolated settings.</p> <p><b>K.ID.02.11</b> choose to participate in physical activities alone and with others in isolated settings.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to complete an instep kick
2. The students will be able to complete a foot dribble
3. The students will be able to define best effort and show it during class.

Instructional Window #5	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:<b>3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed:<b>Pre and post skill assessments</b></p>	<p>Unit 5 Title: <b>Instep Soccer Kick Soccer Foot Dribble Best Effort</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MC.02.02</b> demonstrate selected space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.</p> <p><b>M.MS.02.04</b> demonstrate selected elements of the mature form of the manipulative skills of catch, kick, and hand dribble in isolated settings.</p> <p><b>K.FB.02.01</b> use cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.</p> <p><b>K.MS.02.04</b> identify selected critical elements of the manipulative skills of catch and kick.</p> <p><b>K.PS.02.01</b> identify key behaviors which exemplify each of the personal/ social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to perform a vertical jump.

Instructional Window #6	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>1-2</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed:</p>	<p>Unit 6 Title: <b>Vertical Jump</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p><b>M.MC.02.02</b> demonstrate selected space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.</p> <p><b>M.MC.02.03</b> demonstrate selected space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.</p> <p><b>M.MS.02.01</b> demonstrate selected elements of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The student will be able to keep time/rhythm to the dance being performed
2. The student will be able to express themselves with different movements.

Instructional Window #7	Instructional Units	Common Core State Standards–N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>informal observation from teacher</b></p>	<p>Unit 7 Title: <b>Dance</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p><b>M.MC.02.01</b> demonstrate selected space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.</p> <p><b>M.MC.02.02</b> demonstrate selected space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.</p> <p><b>M.MC.02.03</b> demonstrate selected space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.</p> <p><b>M.MC.02.04</b> demonstrate selected space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) in isolated settings.</p> <p><b>M.MC.02.05</b> demonstrate selected space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.</p> <p><b>M.MC.02.09</b> demonstrate selected relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.</p> <p><b>M.MC.02.10</b> demonstrate selected relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.</p> <p><b>M.MC.02.11</b> demonstrate selected</p>

			relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The student will be able to complete an underhand throw
2. The student will be able to define cooperation and show examples in class

<b>Instructional Window #8</b>	<b>Instructional Units</b>	<b>Common Core State Standards–N/A National Standards NASPE</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days:<b>2</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>informal observation</b></p>	<p>Unit 8 Title: <b>Underhand throw Cooperation</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MS.02.03</b> demonstrate selected elements of the mature form of manipulative skills of roll, underhand throw, and overhand throw in isolated settings.</p> <p><b>K.MS.02.03</b> describe selected critical elements of the following manipulative skills: roll and underhand throw.</p> <p><b>K.PS.02.01</b> identify key behaviors which exemplify each of the personal/ social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.</p> <p><b>A.PE.02.01</b> participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, dodging, and chasing and fleeing activities.</p>

			<b>B.PS.02.01</b> exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in limited isolated settings.
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The student will be able to perform a stationary dribble and a moving dribble at waist level.
2. The student will correctly be able to slide, gallop and skip.

<b>Instructional Window #9</b>	<b>Instructional Units</b>	<b>Common Core State Standards–N/A National Standards NASPE</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Pre and post dribble assessments</b></p>	<p>Unit 9 Title: <b>Basketball Dribble Slide/Skip/Gallop</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p><b>M.MS.02.04</b> demonstrate selected elements of the mature form of the manipulative skills of catch, kick, and hand dribble in isolated settings.</p> <p><b>M.MS.02.05</b> demonstrate selected elements of the mature form of the manipulative skills of hand dribble and volley.</p> <p><b>M.MS.02.02</b> demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, and flee in isolated settings.</p> <p><b>B.ID.02.01</b> choose to participate in physical activities alone and with others in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The student will be able to jump over the rope and swing the rope overhead.
2. The student will learn how to keep their heart healthy through Jump Rope For Heart
3. The student will be able to define compassion and give examples in class

Instructional Window #10	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Jump rope progression worksheets</b></p>	<p>Unit 10 Title: <b>Jump Rope Compassion</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>M.MC.02.01</b> demonstrate selected space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.</p> <p><b>M.MC.02.02</b> demonstrate selected space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.</p> <p><b>M.MC.02.10</b> demonstrate selected relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.</p> <p><b>M.MC.02.11</b> demonstrate selected relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings</p> <p><b>M.MS.02.01</b> demonstrate selected elements of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in isolated settings.</p> <p><b>K.FB.02.01</b> use cues from teachers to improve motor skills and movement patterns, fitness, and physical</p>

			activity in isolated settings. <b>A.HR.02.01</b> recognize that there are five components of health-related fitness.
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will perform basic gymnastics skills.

Instructional Window #11	Instructional Units	Common Core State Standards–N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Informal Observation</b></p>	<p>Unit 11 Title: <b>Gymnastics</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>M.MC.02.01</b> demonstrate selected space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.</p> <p><b>M.MC.02.02</b> demonstrate selected space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.</p> <p><b>M.MC.02.09</b> demonstrate selected relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.</p> <p><b>M.MC.02.10</b> demonstrate selected relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.</p> <p><b>M.MS.02.01</b> demonstrate selected elements of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and</p>

			<p>landing in isolated settings.</p> <p><b>K.MC.02.09</b> describe relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical).</p> <p><b>K.MC.02.10</b> describe all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside).</p> <p><b>A.AN.02.02</b> support body weight while participating in activities that improve physical fitness.</p> <p><b>A.AN.02.03</b> demonstrate flexibility through a full range of motion of the major joints.</p> <p><b>K.AN.02.02</b> explain that supporting body weight in selected activities develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will be able to throw a ball overhand.
2. Students will be able to correctly swing a bat.

Instructional Window #12	Instructional Units	Common Core State Standards–N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Informal Observation</b></p>	<p>Unit 12 Title: <b>Overhand Throw Batting</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>M.MC.02.07</b> demonstrate selected effort movement concepts for force (i.e., strong and light) in isolated settings.</p> <p><b>M.MS.02.01</b> demonstrate selected elements of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in isolated settings.</p> <p><b>M.MS.02.03</b> demonstrate selected elements of the mature form of manipulative skills of roll, underhand throw, and overhand throw in isolated settings.</p> <p><b>K.MS.02.03</b> describe selected critical elements of the following manipulative skills: roll and underhand throw.</p> <p><b>K.MS.02.04</b> identify selected critical elements of the manipulative skills of catch and kick.</p> <p><b>K.PA.02.01</b> understand safety rules and procedures for selected physical activities.</p> <p><b>B.FB.02.01</b> use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will understand how correct running form can improve speed.

Instructional Window #13	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Timed sprint</b></p>	<p>Unit 9 Title: <b>Sprinting</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>M.MC.02.06</b> demonstrate selected effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.</p> <p><b>M.MS.02.02</b> demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, and flee in isolated settings.</p> <p><b>K.MC.02.06</b> describe effort movement concepts for time (i.e., fast/slow and sudden/sustained).</p> <p><b>K.AN.02.01</b> differentiate between moderate to vigorous levels of physical activity.</p>

**SCOPE AND SEQUENCE**

Grade Level:   3  

Subject:   Physical Education  

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand what to do when entering the gym.
2. Understand the procedures of class
3. Understand and show examples of the expectations and safety concerns of class.

<b>Instructional Window #1</b>	<b>Instructional Units</b>	<b>Common Core State Standards Standards –N/A National Standards NASPE</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: <b>1</b></p> <p>Approximate number of re-teaching days: <b>as needed throughout the year</b></p> <p>How the unit will be assessed: <b>informal observation</b></p>	<p align="center">Unit 1 Title: <b>Procedures and Expectations of class</b></p>	<p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Be able to define and show what self-control is
2. Be able to leap off of one foot and land on the opposite foot

Instructional Window #2	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:<b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: Informal observation from teacher</p>	<p>Unit 2 Title: <b>Leaping and Self-Control</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MC.03.01</b> demonstrate all space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.</p> <p><b>M.MC.03.06</b> demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.</p> <p><b>M.MC.03.11</b> demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.</p> <p><b>M.MS.03.01</b> demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge in isolated settings.</p> <p><b>K.PS.03.02</b> identify key behaviors which exemplify each of the personal/ social character traits of constructive competition, initiative, and leadership in isolated settings.</p>

Overarching Goals—by the end each instructional window, students will learn, know and be able to:

1. Students will be able to continuously move without stopping for a set (progressing) time.
2. Students will be able to tell when your body exercises the stronger it becomes.
3. Students will understand what exercise does to a body.

Instructional Window #3	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:<b>Once a month</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Completed/Not Completed</b></p>	<p>Unit 3 Title: <b>Aerobic Fitness Starting at 5 minutes moving up to 9 minutes (end of year)</b></p> <p><b>Benefits of physical activity</b></p>	<p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>K.PA.03.01</b> identify opportunities for physical activity within the school and community</p> <p><b>K.HR.03.02</b> understand the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p><b>K.AN.03.01</b> identify that physical activity and nutrition have effects on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).</p> <p><b>K.AN.03.02</b> describe the physiological indicators associated with moderate physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in isolated settings.</p> <p><b>K.RP.03.01</b> identify positive feelings associated with regular participation in physical activities in isolated settings.</p> <p><b>A.PE.03.01</b> participate regularly (i.e., a minimum of 33% of class time) in physical activities in physical education class, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of</p>

			locomotor and manipulative skills.
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will be able to dribble, pass, and shoot a soccer ball
2. Students will know and understand the soccer positions
3. Students will gain a knowledge of how to play a soccer game.

<b>Instructional Window #4</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: <b>6-7</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Pre and post assessment of foot dribbling and instep kick. Soccer knowledge sheet in the student's "portfolio"</b></p>	<p>Unit 4 Title: <b>Soccer Unit</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MS.03.014</b> demonstrate selected elements of the mature form of manipulative skills of catch, kick, foot dribble, and strike with hand in isolated settings</p> <p><b>K.MC.03.05</b> distinguish among all space awareness movement concepts for extensions (i.e., large/small and far/near).</p> <p><b>K.MS.03.04</b> identify the critical elements of the manipulative skills of catch, kick, foot dribble, and strike with hand.</p> <p><b>K.ID.03.01</b> choose to participate with students of varying skill and fitness levels in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will be able to dribble, pass and shoot a basketball.
2. Student will understand what a foul is.
3. Students will gain knowledge of how to play a game through modified activities.

Instructional Window #5	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>6-7</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Pre and post assessment on dribbling Basketball information sheet in student “Portfolio”.</b></p>	<p>Unit 5 Title: <b>Basketball Unit Responsibility</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MC.03.01</b> demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.</p> <p><b>M.MC.03.06</b> demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.</p> <p><b>M.MC.03.10</b> demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.</p> <p><b>M.MS.03.01</b> demonstrate selected elements of the mature form of manipulative skills of hand dribble and volley</p> <p><b>K.MS.03.02</b> distinguish among the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.</p> <p><b>K.MS.03.04</b> identify the critical elements of the manipulative skills of catch, kick, foot dribble, and strike with hand.</p> <p><b>K.RP.03.02</b> recognize the need to practice skills for which improvement is needed in isolated settings.</p> <p><b>B.PS.03.01</b> exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to bump, set and perform an underhand serve.
2. The students will know how to score.
3. The students will know how to rotate during a game.

Instructional Window #6	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>3-4</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Partner Assessment with serving</b></p>	<p>Unit 6 Title: <b>Volleyball Unit Constructive Competition</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MC.03.05</b> demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.</p> <p><b>M.MC.03.07</b> demonstrate all effort movement concepts for force (i.e., strong and light) in isolated settings.</p> <p><b>M.MC.03.10</b> demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.</p> <p><b>M.MS.03.04</b> demonstrate selected elements of the mature form of manipulative skills of catch, kick, foot dribble, and strike with hand in isolated settings.</p> <p><b>M.MS.03.05</b> demonstrate selected elements of the mature form of manipulative skills of hand dribble and volley.</p> <p><b>K.MS.03.04</b> identify the critical elements of the manipulative skills of catch, kick, foot dribble, and strike with hand.</p> <p><b>K.PS.03.01</b> identify key behaviors which exemplify each of the personal/ social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will progress with learning new jump rope skills (starting where they left off last year)
2. The students will learn about being heart health through Jump Rope For Heart

Instructional Window #7	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>3-4</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Jump Rope Assessment Sheet</b> <b>Jump Rope Skill Clubs</b></p>	<p>Unit 7 Title: <b>Jump Rope</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>M.MC.03.05</b> demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.</p> <p><b>M.MC.03.09</b> demonstrate all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.</p> <p><b>M.MS.03.01</b> demonstrates all elements of mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging swaying, transferring weight, jumping, and landing in controlled settings.</p> <p><b>K.MS.03.01</b> apply limited critical elements of the following non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings</p> <p><b>K.RA.03.01</b> create a simple repeating rhythmic sequence by combining a variety of movement skills.</p> <p><b>B.SB.03.01</b> identify benefits of social interaction as part of participation in physical activities in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will know the correct way to swing a bat
2. Students will know how and when to run the bases
3. Students will know the basics of out fielding
4. Students will know how to throw overhand and how to catch a flying ball.

Instructional Window #8	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Informal Observational Assessment</b></p>	<p>Unit 8 Title: <b>Baseball</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>M.MC.03.05</b> demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.</p> <p><b>M.MC.03.07</b> demonstrate all effort movement concepts for force (i.e., strong and light) in isolated settings.</p> <p><b>M.MS.03.03</b> demonstrate mature form of the manipulative skills of roll, underhand throw, and overhand throw in isolated settings.</p> <p><b>M.MS.03.04</b> demonstrate selected elements of the mature form of manipulative skills of catch, kick, foot dribble, and strike with hand in isolated settings.</p> <p><b>K.MS.03.03</b> distinguish between all of the critical elements of the following manipulative skills: roll, underhand throw, and overhand throw.</p> <p><b>K.MS.03.04</b> identify the critical elements of the manipulative skills of catch, kick, foot dribble, and strike with hand</p> <p><b>K.SB.03.01</b> identify benefits of social interaction as part of participation in physical activities.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will understand how correct running form can improve speed.

Instructional Window #9	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Timed sprint</b></p>	<p>Unit 9 Title: <b>Sprinting</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>M.MC.03.06</b> demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.</p> <p><b>K.MS.03.02</b> distinguish among the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.</p>

## SCOPE AND SEQUENCE

Grade Level:   4  

Subject:   Physical Education  

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Understand what to do when entering the gym.
2. Understand the procedures of class
3. Understand and show examples of the expectations and safety concerns of class.

Instructional Window #1	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
Approximate number of instructional days: <b>1</b>  Approximate number of re-teaching days: <b>as needed throughout the year</b>  How the unit will be assessed: <b>informal observation</b>	Unit 1 Title: <b>Procedures and Expectations of class</b>	Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.  Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Be able to define and show what self-control is
2. Be able to leap off of one foot and land on the opposite foot

Instructional Window #2	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:<b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: Informal observation from teacher</p>	<p>Unit 2 Title: <b>Leaping and Self-Control</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MC.04.01</b> demonstrate all space awareness movement concepts for location (e.g., self-space and general space) with mature form of non-locomotor, locomotor, and selected manipulative skills (i.e., roll, underhand throw, overhand throw) in controlled settings.</p> <p><b>M.MC.04.06</b> demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.11</b> demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MS.04.02</b> demonstrate selected elements of the mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge using movement concepts in controlled settings.</p> <p><b>K.PS.04.02</b> describe key behaviors which exemplify each of the personal/ social character traits of constructive competition, initiative, and leadership in controlled settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will be able to continuously move without stopping for a set (progressing) time.
2. Students will be able to tell when your body exercises the stronger it becomes.
3. Students will understand what exercise does to a body.

Instructional Window #3	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:<b>Once a month</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Completed/Not Completed</b></p>	<p>Unit 3 Title: <b>Aerobic Fitness Starting at 5 minutes moving up to 9 minutes (end of year)</b></p> <p><b>Benefits of physical activity</b></p>	<p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>K.PA.04.01</b> identify and participate in new physical activities.</p> <p><b>K.HR.04.02</b> understand the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p><b>K.AN.04.01</b> describe selected effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).</p> <p><b>K.AN.04.02</b> understand the physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in isolated settings.</p> <p><b>K.RP.04.01</b> identify positive feelings associated with regular participation in physical activities in isolated settings.</p> <p><b>A.PE.04.01</b> participate in physical activities that are moderate in intensity level (i.e., a minimum of 50% of class time sustaining a minimum of 60% of target heart rate) in physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include</p>

			combinations of locomotor and manipulative skills.
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will be able to dribble, pass, and shoot a soccer ball
2. Students will know and understand the soccer positions
3. Students will gain a knowledge of how to play a soccer game.

Instructional Window #4	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>6-7</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Pre and post assessment of foot dribbling and instep kick. Soccer knowledge sheet in the student's "portfolio"</b></p>	<p>Unit 4 Title: <b>Soccer Unit</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MS.04.04</b> demonstrate selected elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and short-handled implements in isolated settings.</p> <p><b>M.IG.04.01</b> demonstrate use of selected on-the-ball and off-the-ball tactical movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 2 vs. 2).</p> <p><b>K.MS.04.04</b> apply knowledge of selected critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with a short-handled implement and with the hand, chest pass, bounce pass, hand dribble, and volley in isolated settings.</p> <p><b>K.ID.04.01</b> identify emotions related to how individuals feel while participating in physical activity in isolated settings.</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will be able to dribble, pass and shoot a basketball.
2. Student will understand what a foul is.
3. Students will gain knowledge of how to play a game through modified activities.

Instructional Window #5	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>6-7</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Pre and post assessment on dribbling. Basketball informational sheet in student "sportfolio".</b></p>	<p>Unit 5 Title: <b>Basketball Unit Responsibility</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MC.04.05</b> demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.06</b> demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.10</b> demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) with mature form of selected fundamental</p> <p><b>M.MS.04.05</b> demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, and volley (e.g., forearm pass) in isolated settings, motor skills in controlled settings.</p> <p><b>M.IG.04.01</b> demonstrate use of selected on-the-ball and off-the-ball tactical movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games</p>

			<p>(e.g., small-sided games, such as 2 vs. 2).</p> <p><b>K.MS.04.02</b> apply knowledge of selected movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in isolated settings.</p> <p><b>K.MS.04.04</b> apply knowledge of selected critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with a short-handled implement and with the hand, chest pass, bounce pass, hand dribble, and volley in isolated settings.</p> <p><b>K.RP.04.02</b> understand the need to practice skills for which improvement is needed in isolated settings.</p> <p><b>B.PS.04.01</b> exhibit selected behaviors with prompts which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to bump, set and perform an underhand serve.
2. The students will know how to score.
3. The students will know how to rotate during a game.

Instructional Window #6	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>3-4</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Partner Assessment with serving</b></p>	<p>Unit 6 Title: <b>Volleyball Unit Constructive Competition</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MC.04.05</b> demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.07</b> demonstrate all effort movement concepts for force (i.e., strong and light) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.10</b> demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MS.04.04</b> demonstrate selected elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and short-handled implements in isolated settings.</p> <p><b>M.MS.04.05</b> demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, and volley (e.g., forearm pass) in isolated settings.</p> <p><b>M.NG.04.01</b> demonstrate selected solutions to tactical problems, such as maintaining a rally and defending space (e.g., returning to base) during</p>

			<p>modified, cooperative net/wall games.</p> <p><b>K.FB.04.01</b> use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</p> <p><b>K.MS.04.04</b> apply knowledge of selected critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with a short-handled implement and with the hand, chest pass, bounce pass, hand dribble, and volley in isolated settings.</p> <p><b>K.NG.04.01</b> identify selected tactical problems (e.g., maintaining a rally), setting up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.</p> <p><b>K.PS.04.01</b> describe key behaviors which exemplify each of the personal/ social character traits of constructive competition, initiative, and leadership in controlled settings.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will progress with learning new jump rope skills (starting where they left off last year)
2. The students will learn about being heart health through Jump Rope For Heart

Instructional Window #7	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>3-4</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Jump Rope Assessment Sheet Jump Rope Skill Clubs</b></p>	<p>Unit 7 Title: <b>Jump Rope</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>M.MC.04.05</b> demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.09</b> demonstrate all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MS.04.01</b> demonstrates all elements of mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging swaying, transferring weight, jumping, and landing in controlled settings.</p> <p><b>M.MS.04.06</b> perform a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in isolated settings.</p> <p><b>K.MS.04.01</b> apply limited critical elements of the following non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings</p> <p><b>K.RA.04.1</b> create a repeating rhythmic sequence by combining a variety of mature movement skills</p> <p><b>B.SB.04.01</b> identify benefits of social interaction as part of participation in physical activities in isolated settings</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will know the correct way to swing a bat
2. Students will know how and when to run the bases
3. Students will know the basics of out fielding
4. Students will know how to throw overhand and how to catch a flying ball.

Instructional Window #8	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Informal Observational Assessment</b></p>	<p>Unit 8 Title: <b>Baseball</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>M.MC.04.05</b> demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.07</b> demonstrate all effort movement concepts for force (i.e., strong and light) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MS.04.03</b> demonstrate selected elements of the mature form of the manipulative skills of roll, underhand throw, and overhand throw in controlled settings.</p> <p><b>M.MS.04.04</b> demonstrate selected elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and short-handled implements in isolated settings.</p> <p><b>M.SG.04.01</b> demonstrate use of selected on-the-object tactical movements of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object without a catcher, 4 vs. 4).</p> <p><b>K.MS.04.03</b> apply knowledge of selected critical elements of movement concepts while performing the following</p>

			<p>manipulative skills: roll, underhand throw, and overhand throw in isolated settings.</p> <p><b>K.MS.04.04</b> apply knowledge of selected critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with a short-handled implement and with the hand, chest pass, bounce pass, hand dribble, and volley in isolated settings. <b>K.SG.04.01</b> identify selected tactical problems such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object without a catcher, 4 vs. 4).</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will understand how correct running form can improve speed.

<b>Instructional Window #9</b>	<b>Instructional Units</b>	<b>Common Core State Standards Standards –N/A National Standards NASPE</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Timed sprint</b></p>	<p>Unit 9 Title: <b>Sprinting</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>M.MC.04.06</b> demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>K.MS.04.02</b> apply knowledge of selected movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in isolated settings.</p>

## SCOPE AND SEQUENCE

Grade Level: 5th

Subject: Physical Education

**Overarching Goals**—by the end each instructional window, students will learn, know and be able to:

1. Understand what to do when entering the gym.
2. Understand the procedures of class
3. Understand and show examples of the expectations and safety concerns of class.

Instructional Window #1	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>1</b></p> <p>Approximate number of re-teaching days: <b>as needed throughout the year</b></p> <p>How the unit will be assessed: <b>informal observation</b></p>	<p>Unit 1 Title: <b>Procedures and Expectations of class</b></p>	<p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will be able to define and show what self-control is.
2. Students will be able to leap off one foot and land on the opposite foot.

Instructional Window #2	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:<b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed:</p>	<p>Unit 2 Title: <b>Leaping and Self-Control</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MC.05.01</b> demonstrate all space awareness movement concepts for location (e.g., self-space and general space) with mature form of non-locomotor, locomotor, and selected manipulative skills (i.e., roll, underhand throw, overhand throw) in controlled settings.</p> <p><b>M.MS.05.02</b> demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge using movement concepts in controlled settings.</p> <p><b>M.MC.05.06</b> demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of fundamental motor skills in controlled settings.</p> <p><b>M.MC.05.11</b> demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) with mature form of fundamental motor skills in controlled settings.</p> <p><b>K.PS.05.02</b> distinguish between key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings</p>

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will be able to continuously move without stopping for a set (progressing) time.
2. Students will be able to tell when your body exercises the stronger it becomes.
3. Students will understand what exercise does to a body.

Instructional Window #3	Instructional Units	Common Core State Standards Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:<b>Once a month</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Completed/Not Completed</b></p>	<p>Unit 3 Title: <b>Aerobic Fitness Starting at 6 minutes moving up to 10 minutes (end of year) Benefits of physical activity</b></p>	<p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>K.HR.05.02</b> predict results for the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p><b>K.AN.05.02</b> measure the physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in controlled settings.</p> <p><b>K.RP.05.01</b> identify positive feelings associated with regular participation in physical activities in controlled settings.</p> <p><b>A.PE.05.01</b> participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 65% of target heart rate) in physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.</p> <p><b>K.PA.05.01</b> explain the effects and benefits of physical activity</p> <p><b>K.AN.05.01</b> describe effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints;</p>

			reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to dribble, pass and shoot a soccer ball.
2. The students will know and understand the soccer positions.
3. The students will gain knowledge of how to play a soccer game.

<b>Instructional Window #4</b>	<b>Instructional Units</b>	<b>Common Core State Standards –N/A National Standards NASPE</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: <b>6-7</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Pre and post assessment of foot dribbling and instep kick. Soccer knowledge sheet in</b></p>	<p>Unit 4 Title: <b>Soccer Unit</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MS.05.04</b> demonstrate mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and short and long handled implements in isolated settings.</p> <p><b>M.IG.05.01</b> demonstrate use of selected on the-ball tactical movements for maintaining possession (e.g., passing, receiving,) penetration/attack (e.g., shooting, moving with object), and starting/restarting play(e.g., kick off, throw ins) during a modified invasion game (e.g., small-sided games, such as 3 vs 3).</p> <p><b>K.MS.05.04</b> apply knowledge of the critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with</p>

<p><b>the student's "portfolio"</b></p>			<p>an implement and with the hand, chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in isolated settings.  <b>K.ID.05.01</b> choose to participate with students of varying skill and fitness levels in dynamic settings.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will be able to dribble, pass and shoot a basketball.
2. Student will understand what a foul is.
3. Students will gain knowledge of how to play a game through modified activities.

<b>Instructional Window #5</b>	<b>Instructional Units</b>	<b>Common Core State Standards –N/A National Standards NASPE</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: <b>6-7</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Pre and post assessment on dribbling.</b></p>	<p>Unit 5 Title:  <b>Basketball Unit Responsibility</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MC.05.05</b> demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of fundamental motor skills in controlled settings.  <b>M.MC.05.06</b> demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of selected fundamental motor skills in controlled settings.  <b>B.PS.05.01</b> exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation,</p>

<p><b>Basketball informational worksheet in student “portfolio”.</b></p>			<p>and compassion in controlled settings.  <b>K.RP.05.02</b> describe the need to practice skills for which improvement is needed in controlled settings.  <b>M.IG.05.010</b> demonstrate use of selected on-the-ball tactical movements for maintaining possession (e.g., passing, receiving, ), penetration/attack (e.g., shooting, moving with object), and starting/restarting play(e.g., kick off, throw ins) during a modified invasion game (e.g., small-sided games, such as 3 vs 3).  <b>K.MS.05.04</b> apply knowledge of the critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with an implement and with the hand, chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in isolated settings  <b>K.MS.05.02</b> apply knowledge of movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in controlled settings.  <b>M.MS.05.05</b> demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley (e.g., forearm pass, overhead set), and punt in isolated settings.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will be able to bump, set and perform an underhand serve.
2. The students will know how to score.
3. The students will know how to rotate during a game.

Instructional Window #6	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>3-4</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Partner Assessment with serving</b></p>	<p>Unit 6 Title: <b>Volleyball Unit Constructive Competition</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>M.MC.05.05</b> demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of fundamental motor skills in controlled settings. <b>M.MC.05.07</b> demonstrate all effort movement concepts for force (i.e., strong and light) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.05.10</b> demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) with mature form of fundamental motor skills in controlled settings.</p> <p><b>M.MS.05.04</b> demonstrate mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and short and long handled implements in isolated settings.</p> <p><b>M.MS.05.05</b> demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley (e.g., forearm pass, overhead set), and punt in isolated settings.</p> <p><b>M.NG.05.01</b> demonstrate selected solutions to tactical problems, such as maintaining a rally, setting up an attack, (e.g., opening up to teammates), and defending space (e.g., returning to base)</p>

			<p>during modified, cooperative net/wall games.</p> <p><b>K.FB.05.01</b> distinguish how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in isolated settings.</p> <p><b>K.MS.05.04</b> apply knowledge of the critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with an implement and with the hand, chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in isolated settings.</p> <p><b>K.NG.05.01</b> identify tactical problems, such as maintaining a rally, setting up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.</p> <p><b>K.PS.05.02</b> distinguish between key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will progress with learning new jump rope skills (starting where they left off last year)
2. The students will learn about being heart health through Jump Rope For Heart

Instructional Window #7	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>3-4</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Jump Rope Assessment Sheet Jump Rope Skill Clubs</b></p>	<p>Unit 7 Title: <b>Jump Rope</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>M.MC.05.05</b> demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of fundamental motor skills in controlled settings.</p> <p><b>M.MC.05.09</b> demonstrate all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MS.05.01</b> demonstrates all elements of mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging swaying, transferring weight, jumping, and landing in controlled settings.</p> <p><b>M.MS.05.06</b> perform a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow in controlled settings.</p> <p><b>K.MS.05.01</b> apply knowledge of movement concepts while performing non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in controlled settings. <b>K.MS.05.05</b> apply knowledge of movement concepts and skills to design a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow in controlled settings.</p> <p><b>K.RA.05.01</b> integrate basic rhythmic</p>

			<p>formations, positions, and steps into a rhythmic activity.</p> <p><b>B.SB.05.01</b> identify benefits of social interaction as part of participation in physical activities in controlled settings.</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Students will know the correct way to swing a bat
2. Students will know how and when to run the bases
3. Students will know the basics of out fielding
4. Students will know how to throw overhand and how to catch a flying ball.

<b>Instructional Window #8</b>	<b>Instructional Units</b>	<b>Common Core State Standards –N/A National Standards NASPE</b>	<b>Michigan Grade Level Content Expectations</b>
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Informal Observational Assessment</b></p>	<p>Unit 8 Title: <b>Baseball</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>M.MC.05.05</b> demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of fundamental motor skills in controlled settings. <b>M.MC.05.07</b> demonstrate all effort movement concepts for force (i.e., strong and light) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MS.05.03</b> demonstrate mature form of the manipulative skills of roll, underhand throw, and overhand throw using selected movement concepts in controlled settings.</p> <p><b>M.MS.05.04</b> demonstrate mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and short and long handled implements in isolated settings.</p> <p><b>M.SG.05.01</b> demonstrate use of selected on-the-object tactical movements of</p>

			<p>infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object, stationary object, 5 vs. 5).</p> <p><b>K.MS.05.03</b> apply knowledge of the critical elements of movement concepts while performing the following manipulative skills: roll, underhand throw, and overhand throw in controlled settings.</p> <p><b>K.MS.05.04</b> apply knowledge of the critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with an implement and with the hand, chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in isolated settings.</p> <p><b>K.SG.05.01</b> identify tactical problems, such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object, 5 vs. 5).</p>
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**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. The students will understand how correct running form can improve speed.

Instructional Window #9	Instructional Units	Common Core State Standards –N/A National Standards NASPE	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days: <b>2-3</b></p> <p>Approximate number of re-teaching days:</p> <p>How the unit will be assessed: <b>Timed sprint</b></p>	<p>Unit 9 Title: <b>Sprinting</b></p>	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b>M.MC.05.06</b> demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of fundamental motor skills in controlled settings.</p> <p><b>K.MS.05.02</b> apply knowledge of movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in controlled settings.</p>

## SCOPE AND SEQUENCE

Grade Level: 6-8

Subject: Physical Education

**Overarching Goals—by the end each instructional window, students will learn, know and be able to:**

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in lifelong physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Instructional Window #1	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
Approximate number of instructional days:8  Approximate number of re-teaching days:1  How the unit will be assessed: skill and knowledge testing	Unit 1 Title: Soccer		M.MC.06.01 M.MS.06.04 M.TG.06.01 M.IG.06.01 M.IG.06.02 K.FB.06.01 K.MC.06.15 K.TG.06.01 K.IG.06.01 K.PA.06.01 K.PS.06.01 K.PS.06.02 K.RP.06.01 K.RP.06.02 K.SB.06.01 K.ID.06.01

			K.ID.06.02 K.ID.06.03 K.FE.06.01 A.PE.06.01 A.PA.06.01 B.FB.06.01 B.PS.06.01 B.PS.06.02 B.RP.06.01 B.RP.06.02 B.SB.06.01 B.ID.06.01 B.ID.06.02 B.ID.06.03 B.FE.06.01 M.MC.07.01 M.MS.07.04 M.TG.07.01 M.IG.07.01 M.IG.07.02 K.FB.07.01 K.MC.07.15 K.TG.07.01 K.IG.07.01 K.PA.07.01 K.PS.07.01 K.PS.07.02 K.RP.07.01 K.RP.07.02 K.SB.07.01 K.ID.07.01 K.ID.07.02 K.ID.07.03 K.FE.07.01 A.PE.07.01
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<b>Instructional Window #2</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>	<b>Michigan Grade Level Content Expectations</b>
Approximate number of instructional days:8  Approximate number of re-teaching days:1  How the unit will be assessed: skill and knowledge testings	Unit 2 Title: Volleyball		M.MC.06.01 M.MS.06.05 M.NG.06.01 M.NG.06.02 K.FB.06.01 K.MC.06.15 K.NG.06.01 K.NG.06.02 K.PA.06.01 K.PS.06.01 K.PS.06.02 K.RP.06.01 K.RP.06.02 K.SB.06.01 K.ID.06.01 K.ID.06.02 K.ID.06.03

			K.FE.06.01 A.PE.06.01 A.PA.06.01 B.FB.06.01 B.PS.06.01 B.PS.06.02 B.RP.06.01 B.RP.06.02 B.SB.06.01 B.ID.06.01 B.ID.06.02 B.ID.06.03 B.FE.06.01 M.MC.07.01 M.MS.07.05 M.NG.07.01 M.NG.07.02 K.FB.07.01 K.MC.07.15 K.NG.07.01 K.NG.07.02 K.PA.07.01 K.PS.07.01 K.PS.07.02 K.RP.07.01 K.RP.07.02 K.SB.07.01 K.ID.07.01 K.ID.07.02 K.ID.07.03 K.FE.07.01 A.PE.07.01 A.PA.07.01 B.FB.07.01 B.PS.07.01
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Instructional Window #3	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
Approximate number of instructional days:9  Approximate number of re-teaching days:1  How the unit will be assessed: skill and knowledge testing	Unit 3 Title: Basketball		M.MC.06.01 M.MS.06.05 M.TG.06.01 M.IG.06.01 M.IG.06.02 K.FB.06.01 K.MC.06.15 K.IG.06.01 K.IG.06.02 K.PA.06.01 K.PS.06.01 K.PS.06.02 K.RP.06.01 K.RP.06.02 K.SB.06.01 K.ID.06.01 K.ID.06.02 K.ID.06.03

			K.FE.06.01 A.PE.06.01 A.PA.06.01 B.FB.06.01 B.PS.06.01 B.PS.06.02 B.RP.06.01 B.RP.06.02 B.SB.06.01 B.ID.06.01 B.ID.06.02 B.ID.06.03 B.FE.06.01 M.MC.07.01 M.MS.07.05 M.TG.07.01 M.IG.07.01 M.IG.07.02 K.FB.07.01 K.MC.07.15 K.IG.07.01 K.IG.07.02 K.PA.07.01 K.PS.07.01 K.PS.07.02 K.RP.07.01 K.RP.07.02 K.SB.07.01 K.ID.07.01 K.ID.07.02 K.ID.07.03 K.FE.07.01 A.PE.07.01 A.PA.07.01 B.FB.07.01
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			B.PS.07.01 B.PS.07.02 B.RP.07.01 B.RP.07.02 B.SB.07.01 B.ID.07.01 B.ID.07.02 B.ID.07.03 B.FE.07.01 M.MC.08.01 M.MS.08.05 M.TG.08.01 M.IG.08.01 M.IG.08.02 K.FB.08.01 K.MC.08.15 K.IG.08.01 K.IG.08.02 K.PA.08.01 K.PS.08.01 K.PS.08.02 K.RP.08.01 K.RP.08.02 K.SB.08.01 K.ID.08.01 K.ID.08.02 K.ID.08.03 K.FE.08.01 A.PE.08.01 A.PA.08.01 B.FB.08.01 B.PS.08.01 B.PS.08.02 B.RP.08.01 B.RP.08.02
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<b>Instructional Window #4</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>	<b>Michigan Grade Level Content Expectations</b>
Approximate number of instructional days:9  Approximate number of re-teaching days:1  How the unit will be assessed: Skill and knowledge testing	Unit 4 Title: Personal Fitness		M.MC.06.01 M.MS.06.06 M.RA.06.01 K.FB.06.01 K.MS.06.05 K.RA.06.01 K.PA.06.01 K.HR.06.02 K.HR.06.03 K.HR.06.04 K.HR.06.05 K.HR.06.06 K.HR.06.07 K.HR.06.08 K.AN.06.01 K.AN.06.02 K.PS.06.01 K.PS.06.02

			K.RP.06.01 K.RP.06.02 K.SB.06.01 K.ID.06.01 K.ID.06.02 K.ID.06.03 K.FE.06.01 A.PE.06.01 A.PA.06.01 A.HR.06.02 A.HR.06.03 A.HR.06.04 A.HR.06.05 A.HR.06.06 A.HR.06.07 A.HR.06.08 A.AN.06.01 A.AN.06.02 B.FB.06.01 B.PS.06.01 B.PS.06.02 B.RP.06.01 B.RP.06.02 B.SB.06.01 B.ID.06.01 B.ID.06.02 B.ID.06.03 B.FE.06.01 M.MC.07.01 M.MS.07.06 M.RA.07.01 K.FB.07.01 K.MS.07.05 K.RA.07.01 K.PA.07.01
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<b>Instructional Window #5</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>	<b>Michigan Grade Level Content Expectations</b>
Approximate number of instructional days:9  Approximate number of re-teaching days:1  How the unit will be assessed: skill and knowledge testing	Unit 5 Title: Floor Hockey		M.MC.06.01 M.MS.06.04 M.IG.06.01 M.IG.06.02 K.FB.06.01 K.MC.06.15 K.IG.06.01 K.IG.06.01 K.PA.06.01 K.PS.06.01 K.PS.06.02 K.RP.06.01 K.RP.06.02 K.SB.06.01 K.ID.06.01

			K.ID.06.02 K.ID.06.03 K.FE.06.01 A.PE.06.01 A.PA.06.01 B.FB.06.01 B.PS.06.01 B.PS.06.02 B.RP.06.01 B.RP.06.02 B.SB.06.01 B.ID.06.01 B.ID.06.02 B.ID.06.03 B.FE.06.01 M.MC.07.01 M.MS.07.04 M.IG.07.01 M.IG.07.02 K.FB.07.01 K.MC.07.15 K.IG.07.01 K.IG.07.01 K.PA.07.01 K.PS.07.01 K.PS.07.02 K.RP.07.01 K.RP.07.02 K.SB.07.01 K.ID.07.01 K.ID.07.02 K.ID.07.03 K.FE.07.01 A.PE.07.01 A.PA.07.01
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Instructional Window #6	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
Approximate number of instructional days:10  Approximate number of re-teaching days:1  How the unit will be assessed: Skill and knowledge testing	Unit 6 Title: Team Handball		M.MC.06.01 M.MS.06.04 M.TG.06.01 M.IG.06.01 M.IG.06.02 K.FB.06.01 K.MC.06.15 K.TG.06.01 K.IG.06.01 K.IG.06.01 K.PA.06.01 K.PS.06.01 K.PS.06.02 K.RP.06.01 K.RP.06.02 K.SB.06.01 K.ID.06.01 K.ID.06.02 K.ID.06.03

			K.FE.06.01 A.PE.06.01 A.PA.06.01 B.FB.06.01 B.PS.06.01 B.PS.06.02 B.RP.06.01 B.RP.06.02 B.SB.06.01 B.ID.06.01 B.ID.06.02 B.ID.06.03 B.FE.06.01 M.MC.07.01 M.MS.07.04 M.TG.07.01 M.IG.07.01 M.IG.07.02 K.FB.07.01 K.MC.07.15 K.TG.07.01 K.IG.07.01 K.IG.07.01 K.PA.07.01 K.PS.07.01 K.PS.07.02 K.RP.07.01 K.RP.07.02 K.SB.07.01 K.ID.07.01 K.ID.07.02 K.ID.07.03 K.FE.07.01 A.PE.07.01 A.PA.07.01
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			B.FB.07.01 B.PS.07.01 B.PS.07.02 B.RP.07.01 B.RP.07.02 B.SB.07.01 B.ID.07.01 B.ID.07.02 B.ID.07.03 B.FE.07.01 M.MC.08.01 M.MS.08.04 M.TG.08.01 M.IG.08.01 M.IG.08.02 K.FB.08.01 K.MC.08.15 K.TG.08.01 K.IG.08.01 K.IG.08.01 K.PA.08.01 K.PS.08.01 K.PS.08.02 K.RP.08.01 K.RP.08.02 K.SB.08.01 K.ID.08.01 K.ID.08.02 K.ID.08.03 K.FE.08.01 A.PE.08.01 A.PA.08.01 B.FB.08.01 B.PS.08.01 B.PS.08.02
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<b>Instructional Window #7</b>	<b>Instructional Units</b>	<b>Common Core State Standards</b>	<b>Michigan Grade Level Content Expectations</b>
Approximate number of instructional days:10  Approximate number of re-teaching days:1  How the unit will be assessed: skill and knowledge testing	Unit 7 Title: Kickball		M.MC.06.01 M.MS.06.04 M.SG.06.01 M.SG.06.02 K.FB.06.01 K.MC.06.15 K.SG.06.01 K.PA.06.01 K.PS.06.01 K.PS.06.02 K.RP.06.01 K.RP.06.02 K.SB.06.01 K.ID.06.01 K.ID.06.02 K.ID.06.03 K.FE.06.01 A.PE.06.01 A.PA.06.01

			B.FB.06.01 B.PS.06.01 B.PS.06.02 B.RP.06.01 B.RP.06.02 B.SB.06.01 B.ID.06.01 B.ID.06.02 B.ID.06.03 B.FE.06.01 M.MC.07.01 M.MS.07.04 M.SG.07.01 M.SG.07.02 K.FB.07.01 K.MC.07.15 K.SG.07.01 K.PA.07.01 K.PS.07.01 K.PS.07.02 K.RP.07.01 K.RP.07.02 K.SB.07.01 K.ID.07.01 K.ID.07.02 K.ID.07.03 K.FE.07.01 A.PE.07.01 A.PA.07.01 B.FB.07.01 B.PS.07.01 B.PS.07.02 B.RP.07.01 B.RP.07.02 B.SB.07.01
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Instructional Window #8	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:10</p> <p>Approximate number of re-teaching days:1</p> <p>How the unit will be assessed: skill and knowledge testing</p>	<p>Unit 8 Title: Flag Football</p>		<p>M.MC.06.01 M.MS.06.04 M.IG.06.01 M.IG.06.02 K.FB.06.01 K.MC.06.15 K.IG.06.01 K.IG.06.02 K.PA.06.01 K.PS.06.01 K.PS.06.02 K.RP.06.01 K.RP.06.02 K.SB.06.01 K.ID.06.01 K.ID.06.02 K.ID.06.03 K.FE.06.01 A.PE.06.01 A.PA.06.01 B.FB.06.01 B.PS.06.01 B.PS.06.02 B.RP.06.01 B.RP.06.02 B.SB.06.01 B.ID.06.01 B.ID.06.02 B.ID.06.03 B.FE.06.01 M.MC.07.01 M.MS.07.04 M.IG.07.01</p>

			M.IG.07.02 K.FB.07.01 K.MC.07.15 K.IG.07.01 K.IG.07.02 K.PA.07.01 K.PS.07.01 K.PS.07.02 K.RP.07.01 K.RP.07.02 K.SB.07.01 K.ID.07.01 K.ID.07.02 K.ID.07.03 K.FE.07.01 A.PE.07.01 A.PA.07.01 B.FB.07.01 B.PS.07.01 B.PS.07.02 B.RP.07.01 B.RP.07.02 B.SB.07.01 B.ID.07.01 B.ID.07.02 B.ID.07.03 B.FE.07.01 M.MC.08.01 M.MS.08.04 M.IG.08.01 M.IG.08.02 K.FB.08.01 K.MC.08.15 K.IG.08.01 K.IG.08.02
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			K.PA.08.01 K.PS.08.01 K.PS.08.02 K.RP.08.01 K.RP.08.02 K.SB.08.01 K.ID.08.01 K.ID.08.02 K.ID.08.03 K.FE.08.01 A.PE.08.01 A.PA.08.01 B.FB.08.01 B.PS.08.01 B.PS.08.02 B.RP.08.01 B.RP.08.02 B.SB.08.01 B.ID.08.01 B.ID.08.02 B.ID.08.03 B.FE.08.01
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Instructional Window #9	Instructional Units	Common Core State Standards	Michigan Grade Level Content Expectations
<p>Approximate number of instructional days:10</p> <p>Approximate number of re-teaching days:1</p> <p>How the unit will be assessed: skill and knowledge testing</p>	<p>Unit 9 Title: Baseball/Softball</p>		<p>M.MC.06.01 M.MS.06.04 M.SG.06.01 M.SG.06.02 K.FB.06.01 K.MC.06.15 K.SG.06.01 K.PA.06.01 K.PS.06.01 K.PS.06.02 K.RP.06.01 K.RP.06.02 K.SB.06.01 K.ID.06.01 K.ID.06.02 K.ID.06.03 K.FE.06.01 A.PE.06.01 A.PA.06.01 B.FB.06.01 B.PS.06.01 B.PS.06.02 B.RP.06.01 B.RP.06.02 B.SB.06.01 B.ID.06.01 B.ID.06.02 B.ID.06.03 B.FE.06.01 M.MC.07.01 M.MS.07.04 M.SG.07.01 M.SG.07.02</p>

			K.FB.07.01 K.MC.07.15 K.SG.07.01 K.PA.07.01 K.PS.07.01 K.PS.07.02 K.RP.07.01 K.RP.07.02 K.SB.07.01 K.ID.07.01 K.ID.07.02 K.ID.07.03 K.FE.07.01 A.PE.07.01 A.PA.07.01 B.FB.07.01 B.PS.07.01 B.PS.07.02 B.RP.07.01 B.RP.07.02 B.SB.07.01 B.ID.07.01 B.ID.07.02 B.ID.07.03 B.FE.07.01 M.MC.08.01 M.MS.08.04 M.SG.08.01 M.SG.08.02 K.FB.08.01 K.MC.08.15 K.SG.08.01 K.PA.08.01 K.PS.08.01 K.PS.08.02
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			K.RP.08.01 K.RP.08.02 K.SB.08.01 K.ID.08.01 K.ID.08.02 K.ID.08.03 K.FE.08.01 A.PE.08.01 A.PA.08.01 B.FB.08.01 B.PS.08.01 B.PS.08.02 B.RP.08.01 B.RP.08.02 B.SB.08.01 B.ID.08.01 B.ID.08.02 B.ID.08.03 B.FE.08.01
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## MI Model for Health

### Academy: **NEW BRANCHES CHARTER ACADEMY**

Please indicate by a checkmark the modules that will be included in health instruction at the Academy. Return the checklist to the Center.

#### **K-6 Modules**

<b>Social Emotional</b>	
√	Managing Feelings
√	Showing Respect and Caring
√	Accepting Responsibility
<b>Nutrition and Physical Activity</b>	
√	Healthy Eating and Healthy Physical Activity
√	Variety Food Groups
√	Variety Physical Activity
√	Balanced Physical Activity, Rest and Sleep
√	Serving Numbers and Sizes
	Information Labeling
	Influences
√	Food Safety
√	Safe Physical Activity
√	Plan for Snacks, Balanced Meals, and Physical Activity
	Weight Management
√	Advocacy
<b>Safety</b>	
	Pedestrian
	Vehicle Seat Belt Use/Vehicle Occupant
	Wheeled Recreational Safety
√	Fire Safety
	Water and Sun
	Home and Public Safety
√	Internet Safety
	Weapons/Dangerous Objects
√	Child Abuse Prevention
<b>Alcohol Tobacco and Other Drugs.</b>	
	Medicines
√	Poisons/Inhalants
	Caffeine
√	Tobacco
√	Alcohol
√	Marijuana
<b>Personal Health and Wellness</b>	
√	Hygiene
√	Dental Health
√	Exercise and Rest
	Sun, Water and Ice Safety
	Safe Food Handling
	Medicines

## MI Model for Health

<b>HIV and Reproductive Health (Grades 4-6 only) (new 2011)</b>	
	General
√	Puberty
√	Friendships/Relationships
	Influences
√	Human Reproduction
√	HIV and Other Communicable Disease Prevention
√	Abstinence

**SECTION E**

**METHODS OF PUPIL ASSESSMENT**

## METHODS OF PUPIL ASSESSMENT

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.5, the Academy shall properly administer all state-mandated academic assessments identified in the Code, as applicable, and all academic assessments identified in the Public School Academy Chartering Policies adopted by the University Board, as applicable, in accordance with the requirements detailed in the Master Calendar annually issued by the Center.

The Academy shall authorize the Center to have access to the Academy's Student/School Data Applications through the Center for Educational Performance and Information and to the electronic reporting system administered by the Michigan Department of Education to access the Academy's state assessment results, as applicable. The Academy shall ensure that those involved with the administration of these assessments are properly trained and adhere to the ethical standards and testing procedures associated with these assessments.

### **Academic Assessments to Be Administered:**

<u>Grade(s)</u>	<u>Academic Assessment(s)</u>
Grade 1	a standardized, norm-referenced assessment as required by the Code.
Grades 2-8	assessments as identified in Schedule 7b including all state-mandated assessments.

**SECTION F**

**APPLICATION AND ENROLLMENT OF STUDENTS**

## **APPLICATION AND ENROLLMENT OF STUDENTS**

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Sections 6.6 and 6.16, the Academy shall comply with the application and enrollment requirements identified in this Schedule.

### **Enrollment Limits**

The Academy will offer kindergarten through eighth grade. The maximum enrollment shall be 450 students. The Academy Board will annually adopt maximum enrollment figures prior to its application and enrollment period.

### **Requirements**

Section 504 of the Code provides that public school academies shall not charge tuition and shall not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, or any other basis that would be illegal if used by a Michigan school district. However, a public school academy may limit admission to pupils who are within a particular range of age or grade level or on any other basis that would be legal if used by a Michigan school district and may give enrollment priority as provided below.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan school district.
- The Academy shall allow any pupil who was enrolled in the Academy in the immediately preceding school year to enroll in the Academy unless the appropriate grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

The Academy may give enrollment priority to one (1) or more of the following:

- A sibling of a pupil enrolled in the Academy.
- A pupil who transfers to the Academy from another public school pursuant to a matriculation agreement between the Academy and other public school that provides for this enrollment priority, if all of the following requirements are met:
  1. Each public school that enters into the matriculation agreement remains a separate and independent public school.
  2. The Academy shall select at least 5% of its pupils for enrollment using a random selection process.

3. The matriculation agreement allows any pupil who was enrolled at any time during elementary school in a public school that is party to the matriculation agreement and who was not expelled from the public school to enroll in the public school academy giving enrollment priority under the matriculation agreement.
- A child, including an adopted child or legal ward, of a person who is employed by or at the Academy or who is on the Academy Board.

### **Matriculation Agreement**

- The Academy Board may enter into a matriculation agreement with another public school pursuant to section 504(4) of the Code.
- However, before the Academy Board approves a matriculation agreement, the Academy shall provide a draft copy of the agreement to the Center for review.
- Any matriculation agreement entered into by the Academy shall be added to this Schedule 7f through a contract amendment approved in accordance with Article IX in the Terms and Conditions of this Contract.
- Until the matriculation agreement is incorporated into this Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

### **Application Process**

- The Academy shall make reasonable effort to advertise its enrollment openings.
- The Academy's open enrollment period shall be a minimum of two weeks (14 calendar days) in duration and shall include evening and weekend times.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the Academy's next open enrollment period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the Center.

### **Legal Notice or Advertisement**

- The Academy shall provide legal notice or advertisement of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice or advertisement shall be forwarded to the Center.
- At a minimum, the legal notice or advertisement must include:

1. The process and/or location(s) for requesting and submitting applications.
  2. The beginning date and the ending date of the application period.
  3. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice or advertisement of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
  - The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

### **Re-enrolling Students**

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
  1. The number of students who have re-enrolled per grade or grouping level.
  2. The number of siblings seeking admission for the upcoming academic year per grade.
  3. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
  4. The number of spaces remaining, per grade, after enrollment of current students and siblings.

### **Random Selection Drawing**

A random selection drawing is required if the number of applications exceeds the number of available spaces. Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or age grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.
- Notify the Center of both the application period and the date of the random selection drawing, if needed. The Center may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, impartial individual who is not employed by, under contract with, a member of the Board of, or otherwise affiliated with the Academy to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing in a manner that is open to parents, community members and members of the public who want to observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

**SECTION G**

**SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE**

## **SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE**

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.7, the Academy shall comply with the school calendar and school day schedule requirements identified in this schedule.

### School Calendar

The Academy's school calendar shall comply with Sections 1175, 1284 and 1284a, if applicable, of the Code. The Academy's school calendar shall also comply with the minimum requirements set forth in Section 101 of the School Aid Act of 1979 (MCL 388.1701). The Academy Board must submit a copy of the Academy's school calendar to the Center in accordance with the Master Calendar of Reporting Requirements.

### School Day Schedule

The Academy Board must structure the Academy's school day schedule to meet the required number of instructional days and hours. The Academy Board must submit the school day schedule to the Center prior to the commencement of each academic year.

**SECTION H**

**AGE OR GRADE RANGE OF PUPILS**

## **AGE OR GRADE RANGE FOR PUPILS TO BE ENROLLED**

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.8, the Academy shall comply with the age or grade ranges as stated in this schedule.

The Academy will enroll students in kindergarten through eighth grade. The Academy may add grades with the prior written approval of the authorizing body.

Students of the Academy will be children who have reached the age of 5 by the dates outlined in the Code.

**CONTRACT SCHEDULE 8**

**INFORMATION AVAILABLE TO  
THE PUBLIC AND THE CENTER**

## **INFORMATION AVAILABLE TO THE PUBLIC AND THE CENTER**

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article XI, Section 11.8, the Academy shall comply with this Schedule.

### **Information Available to the Public and The Center**

The Code provides that the board of directors of a public school academy shall make information concerning its operation and management available to the public and to the Center in the same manner as is required by state law for school districts.

The Code provides that the board of directors of a public school academy shall collect, maintain, and make available to the public and the Center, in accordance with applicable law and the Contract, at least all of the following information concerning the operation and management of the Academy:

1. A copy of the Academy's Charter Contract.
2. A list of currently serving members of the Academy Board, including name, address, and term of office.
3. Copies of policies approved by the Academy Board.
4. The Academy Board meeting agendas and minutes.
5. The budget approved by the Academy Board and of any amendments to the budget.
6. Copies of bills paid for amounts of \$10,000.00 or more, as submitted to the Academy Board.
7. Quarterly financial reports submitted to the Center.
8. A current list of teachers and administrators working at the Academy that includes individual salaries as submitted to the Registry of Educational Personnel.
9. Copies of the teaching or administrator's certificates or permits of current teaching and administrative staff.
10. Evidence of compliance with the criminal background and records checks and unprofessional conduct check required under sections 1230, 1230a, and 1230b of the Code for all teachers and administrators working at the Academy.
11. Curriculum documents and materials given to the Center.
12. Proof of insurance as required by the Contract.
13. Copies of facility leases or deeds, or both.
14. Copies of any equipment leases.
15. Copies of any management contracts or services contracts approved by the Academy Board.
16. All health and safety reports and certificates, including those relating to fire safety, environmental matters, asbestos inspection, boiler inspection, and food service.
17. Annual financial audits and any management letters issued as part of the Academy's annual financial audit, required under Article VI, Section 6.11 of the Terms and Conditions of this Contract.
18. Any other information specifically required under the Code.

**Information to be Provided by the Academy's Educational Service Provider (if any)**

Pursuant to the Terms and Conditions of this Contract, including Article III, Section 3.6, the University Board authorizes the Academy Board to employ or contract for personnel according to the position information outlined in Schedule 5. Any Educational Service Provider Management Agreement entered into by the Academy must contain a provision requiring the educational service provider to provide to the Academy Board information concerning the operation and management of the Academy (including without limitation, but not limited to, the items identified above and annually the information that a school district is required to disclose under Section 18(2) of the State School Aid Act of 1979, MCL 388.1618) available to the Academy Board in order to enable the Academy to fully satisfy its obligations under Section 11.8(a) of the Terms and Conditions.

AMENDMENT NO. 1

to the  
July 1, 2014 Contract to Charter  
A Public School Academy and Related Documents

Issued To

NEW BRANCHES CHARTER ACADEMY  
(A PUBLIC SCHOOL ACADEMY)

By

THE CENTRAL MICHIGAN UNIVERSITY  
BOARD OF TRUSTEES  
(AUTHORIZING BODY)

CONTRACT AMENDMENT NO. 1

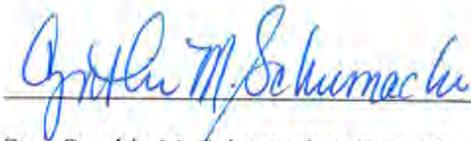
NEW BRANCHES CHARTER ACADEMY

In accordance with Article IX of the Terms and Conditions of the Contract (the "Contract"), dated July 1, 2014, issued by the CENTRAL MICHIGAN UNIVERSITY BOARD OF TRUSTEES (the "University Board") to NEW BRANCHES CHARTER ACADEMY (the "Academy"), the parties agree to amend the Contract as follows:

- 1.) Amend Schedule 5: Description of Staff Responsibilities, by inserting at the end of this Schedule the Amendment No. 1 to Employee Management Service Agreement, attached as Tab 1.
- 2.) Further amend Schedule 5: Description of Staff Responsibilities, by replacing "Employed By: Board of Directors" from all position descriptions contained therein on which it appears, with the exception of the School Administrator, with the following:

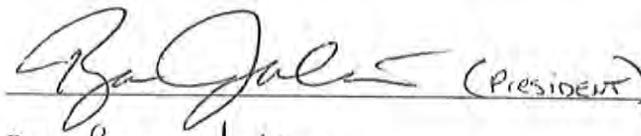
"Employed By: MM1, Inc."

This entire amendment is hereby approved by the University Board and the Academy Board through their authorized designees, and shall have an effective date of September 29, 2014.

  
\_\_\_\_\_

Dated: 3/16/15

By: Cynthia M. Schumacher, Executive Director  
The Governor John Engler Center for Charter Schools  
Designee of the University Board

 (PRESIDENT)  
\_\_\_\_\_

Dated: 3/9/2015

By: Ryan Julian  
New Branches Charter Academy  
Designee of the Academy Board

New Branches Charter Academy

Contract Amendment No. 1

# Tab 1

**AMENDMENT NO. 1 TO EMPLOYEE MANAGEMENT SERVICE AGREEMENT  
DATED JUNE 12, 2014 BY AND BETWEEN MMI, INC.. AND NEW BRANCHES  
CHARTER ACADEMY**

This Amendment No. 1 ("Amendment") to the above-entitled Employee Management Services Agreement ("Agreement") is made and entered into on 9/29/14, by and between MMI, Inc. ("MMI") and New Branches Charter Academy (the "Academy"), with reference to the following:

**RECITALS:**

WHEREAS, MMI and the Academy entered into the above referenced Agreement on June 12, 2014 MMI for the purpose of MMI providing human resource related administrative services and employees to the Academy; and

WHEREAS, the parties have agreed to amend the Agreement in certain respects as stated below:

NOW, therefore for valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

1. The following staff and personnel shall be added to the Agreement as employees of MMI:

- Administrative Assistant
- Enrollment Specialist
- Dean of Students
- Instructional Development Coach
- Marketing Director
- Finance Director
- Accounting Assistant
- Human Resources Advisor
- Teacher
- RTI (Intervention) Teacher Coordinator
- Resource Room – Special Education Teacher
- Teacher-Art
- Teacher-Band
- Teacher-Music
- Teacher- Physical Education
- Teacher-Spanish
- ESL Teacher
- Teacher Assistants 1,2,3
- Paraprofessional 1,2
- Director, Before and After School Program
- Technology/Network Specialist
- Data Base Applications Specialist
- Food Service Director
- Food Service Breakfast Cook

Food Service Server  
Food Service Lunchtime Cook  
Food Service Specialist  
Food Service Cleaning Staff  
Secretary  
Maintenance and Facility Manager  
Custodian

All other terms and provisions of the Agreement shall remain unaffected by this Amendment.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment as of the date set forth above.

MM1, INC:

BY: Ralph Cunningham  
Title: President

NEW BRANCHES CHARTER ACADEMY:

BY: Bryan Galt  
Title: President, BOARD OF DIRECTORS

AMENDMENT NO. 2

to the  
July 1, 2014 Contract to Charter  
A Public School Academy and Related Documents

Issued To

NEW BRANCHES CHARTER ACADEMY  
(A PUBLIC SCHOOL ACADEMY)

By

THE CENTRAL MICHIGAN UNIVERSITY  
BOARD OF TRUSTEES  
(AUTHORIZING BODY)

CONTRACT AMENDMENT NO. 2

NEW BRANCHES CHARTER ACADEMY

In accordance with Article IX of the Terms and Conditions of the Contract (the "Contract"), dated July 1, 2014, issued by the CENTRAL MICHIGAN UNIVERSITY BOARD OF TRUSTEES (the "University Board") to NEW BRANCHES CHARTER ACADEMY (the "Academy"), as amended, the parties agree to further amend the Contract as follows:

- 1.) Amend Schedule 6: Physical Plant Description, by replacing the Parking Lot Use Agreement contained therein with the Parking Lot Use Agreement, attached as Tab 1.

The changes identified in Section 1 shall have an effective date of April 28, 2015.

- 2.) Amend Schedule 4: Oversight, Compliance and Reporting Agreement, by inserting the following language at the end of Section 2.2. Compliance and Reporting Duties:

1. If the Academy operates an online or other distance learning program, it shall submit a monthly report to the Michigan Department of Education, in the form and manner prescribed by the Michigan Department of Education, that reports the number of pupils enrolled in the online or other distance learning program, during the immediately preceding month.

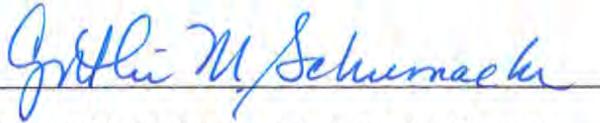
- 3.) Amend Schedule 5: Description of Staff Responsibilities, by replacing the Employee Management Service Agreement and the Amendment No. 1 to Employee Management Service Agreement contained therein with the Management Services Agreement, attached as Tab 2.

- 4.) Further amend Schedule 5: Description of Staff Responsibilities, by changing the name of the Employer on all of the position descriptions contained therein to Choice Schools Associates, L.L.C.

The changes identified in Sections 2 through 4 shall have an effective date of July 1, 2015.

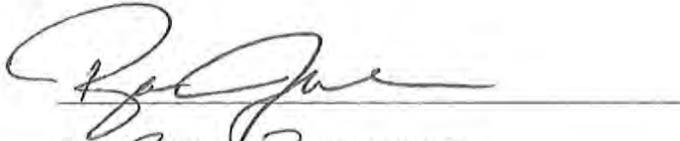
**This space left intentionally blank.**

This entire amendment is hereby approved by the University Board and the Academy Board through their authorized designees.



Dated: 9/8/15

By: Cynthia M. Schumacher, Executive Director  
The Governor John Engler Center for Charter Schools  
Designee of the University Board



Dated: 8/24/15

By: BOARD PRESIDENT  
New Branches Charter Academy  
Designee of the Academy Board

New Branches Charter Academy

Contract Amendment No. 2

# Tab 1

## PARKING LOT USE AGREEMENT

This Parking Lot Use Agreement (the "Agreement") is entered into this 28<sup>th</sup> day of April 2015, by and between Millbrook Christian Reformed Church, a Michigan ecclesiastical corporation, whose address is 3661 Poinsettia Avenue, S.E., Grand Rapids, Michigan 49508-5547 (the "Church") and New Branches Charter Academy, a Michigan public school academy organized and operating under the Revised School Code, MCLA 380.1, *et seq.*, as amended, whose address is 3662 Poinsettia Avenue, S.E., Grand Rapids, Michigan 49508 (the "School") for the use of real property owned by the Church for parking lot purposes.

**WHEREAS**, the Church is the owner of real property located at 3661 Poinsettia Ave., S.E., in the City of Grand Rapids, Kent County, Michigan, which real property of the Church is described as Parcel B (the "Church Property") in the legal descriptions which are attached hereto and made a part hereof as Exhibit A; and

**WHEREAS**, the School has entered into a Purchase Agreement to acquire real property located adjacent to the Parking Lot Property and located at 3662 Poinsettia Ave., S.E., in the City of Grand Rapids, Kent County, Michigan (the "School Property"), which property is described as Parcel A in the legal descriptions which are attached hereto and made a part hereof as Exhibit A; and

**WHEREAS**, the Church is the owner of a parking lot located adjacent to the Church Property, which parking lot is described as "Easement No. 2" or "ESMT #2" in the Survey, that is attached hereto and made part hereof as Exhibit B (the "Parking Lot Property").

**WHEREAS**, the Church has agreed to permit the School to use the Parking Lot Property to benefit the School Property in accordance with the terms and conditions contained in this Agreement; and

**WHEREAS**, the School agrees to use the Parking Lot Property in accordance with the terms and conditions contained in this Agreement; and

**WHEREAS**, the Church and New Branches Charter Academy, the owner of the School property, have entered into an easement to provide for ingress and egress across certain of the School Property and the Parking Lot (the "Easement").

**NOW, THEREFORE**, the parties agree as follows:

1. Parking Lot Property. The Church does hereby agree to allow the School and the School does hereby agree to use for the term and upon the terms and conditions set forth in this Agreement, the Parking Lot Property. The easement shall remain in full force and effect during the term of this Agreement and shall survive the termination of this Agreement.
2. Term. The term of this Agreement shall commence on the effective date as described in paragraph 18, below, and shall continue for a period of five (5) years and thereafter shall renew for subsequent five (5) year periods upon the terms and conditions that are agreed to by the parties.

3. Joint Use of Parking Lot. The Parking Lot Property shall be jointly used and occupied for vehicular parking for the Church Property and the School Property. The parties will not use the Parking Lot Property for any other purpose in violation of any law, municipal ordinance or regulation.
4. Condition. The School acknowledges that it is accepting the Parking Lot Property in its “as is” condition.
5. Operating Costs. The parties agree that the owners of the Church Property and the School Property shall each pay fifty percent (50%) of the annual snow removal, parking lot lighting, waste and recycling (“operating costs”) for the Parking Lot Property. The Church shall initially pay the cost of the snow removal and parking lot lighting, and within 30 days from the receipt of an invoice from the Church to the School for the same, the School shall remit fifty percent (50%) of the cost of the snow removal and parking lot lighting to the Church. The School shall initially pay the cost of waste and recycling, and within thirty (30) days from the receipt of an invoice from the School to the Church for same, the Church shall remit fifty percent (50%) of the cost of the waste and recycling to the School.
6. Maintenance, Repair and Replacement. Any maintenance, repair, replacement and related cost of the Parking Lot Property (other than the operating costs described in Paragraph 5 above) shall be subject to the approval of both parties as to the extent of the repairs or replacement and the sharing of the costs and neither party shall unreasonably withhold, condition or delay its consent.
7. Signage. The School, at its expense, may install directional arrows painted on the Parking Lot Property to guide traffic and may erect or install signs on the Parking Lot Property, subject to the written consent of the Church, which consent shall not be unreasonably withheld.
8. Events of Default. In the event a party breaches a covenant of this Agreement and fails to cure or take meaningful steps to cure such breach within 30 days of receiving written notice of said breach from the other party, the breaching party shall be in default.
9. Indemnification. To the extent permitted by law, each party shall indemnify, defend and hold the other party harmless from any and all claims, costs and expenses for injury to persons or damage to property to the extent such injury or damage arises from the party’s, its employees, agents and invitees, use of the Parking Lot Property.
10. Quiet Enjoyment. The Church covenants that the School, upon the compliance with the other terms and conditions contained in this Agreement, shall peaceably and quietly have, hold and enjoy the joint use of the Parking Lot Property for the term of this Agreement.
11. Assignment. This Agreement shall not be assigned by one party without the written consent of the other party, which consent shall not be unreasonably withheld.

12. Notices. Notices or consent of any kind required or permitted under this Agreement shall be deemed duly delivered if delivered by person or if mailed by certified mail, return receipt requested, postage prepaid to the appropriate party as follows:

If to the Church:        Millbrook Christian Reformed Church  
                                  Attn: Clerk of Council  
                                  3661 Poinsettia Avenue, S.E.  
                                  Grand Rapids, MI 49508-5547

If to the School:        New Branches Charter Academy  
                                  Attn: School Administrator  
                                  3662 Poinsettia Avenue, S.E.  
                                  Grand Rapids, MI 49508-5547

Or at such other address or to the attention of such other individual as shall be specified in writing by the respective parties.

13. Sunday Use. Notwithstanding any other provision contained in this Agreement, the Church shall have the priority of use of the Parking Lot Property on Sunday of each week.
14. Waiver. The failure of either party to insist upon strict performance of any covenant or condition of this Agreement or to exercise any option herein conferred in any one or more instances shall not be construed as a waiver or relinquishment of any such covenant, condition or option, but the same shall be and remain in full force and effect. No covenant, term or condition of this Agreement shall be deemed to have been waived by either party, unless such waiver be in writing by such party.
15. Entire Agreement. This Agreement sets forth all covenants, promises, agreements, conditions and understandings between the School and the Church concerning the use of the Parking Lot Property, and there are no covenants, promises, agreements, conditions or understandings, either oral or written, between the Church and the School other than herein set forth.
16. Partial Invalidity. If any term, covenant or condition of this Agreement or the application thereof to any person or circumstance shall be determined to be invalid or unenforceable, the remainder of this Agreement of the application of such term, covenant or condition to persons or circumstances, shall not be affected thereby and the remainder of the Agreement shall be valid and enforceable to the fullest extent permitted by law, unless removal of such term, covenant or condition materially impacts the general intent of the Agreement.
17. Amendments. Except as otherwise stated herein, no subsequent alteration, amendment, change or addition to this Agreement shall be binding upon Church or the School unless reduced to writing and signed by both parties.
18. Applicable Law. This Agreement shall be governed, in all respects, under the laws of the State of Michigan.

19. Effective Date. This Agreement shall become effective as of the date that this Agreement is signed.

**IN WITNESS WHEREOF**, the parties hereto have caused this Agreement to be signed in their respective names by their respective officers on the day and year indicated below.

MILLBROOK CHRISTIAN REFORMED CHURCH,  
a Michigan ecclesiastical corporation

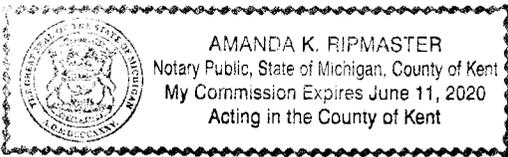
Dated: 4/28/2015

By: [Signature]

Its: Church President

Acknowledged before me in Kent County, Michigan this 28th day of April, 2015, by Greg Muder, Church President Millbrook Christian Reformed Church, a Michigan ecclesiastical corporation.

[Signature] (signature)  
Amanda K Ripmaster (printed)



Notary Public, Kent County, Michigan  
My Commission Expires: June 11, 2020  
Acting in the County of: Kent

NEW BRANCHES CHARTER ACADEMY,  
a Michigan public school academy

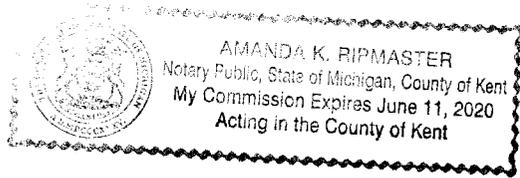
Dated: 4-28-2015

By: [Signature]

Its: School Leader

Acknowledged before me in Kent County, Michigan this 28th day of April, 2015, by Rashid Johnson, School Administrator New Branches Charter Academy, a Michigan public school academy.

[Signature] (signature)  
Amanda K Ripmaster (printed)



Notary Public, Kent County, Michigan  
My Commission Expires: June 11, 2020  
Acting in the County of: Kent

**Exhibit A**

**Parcel A:**

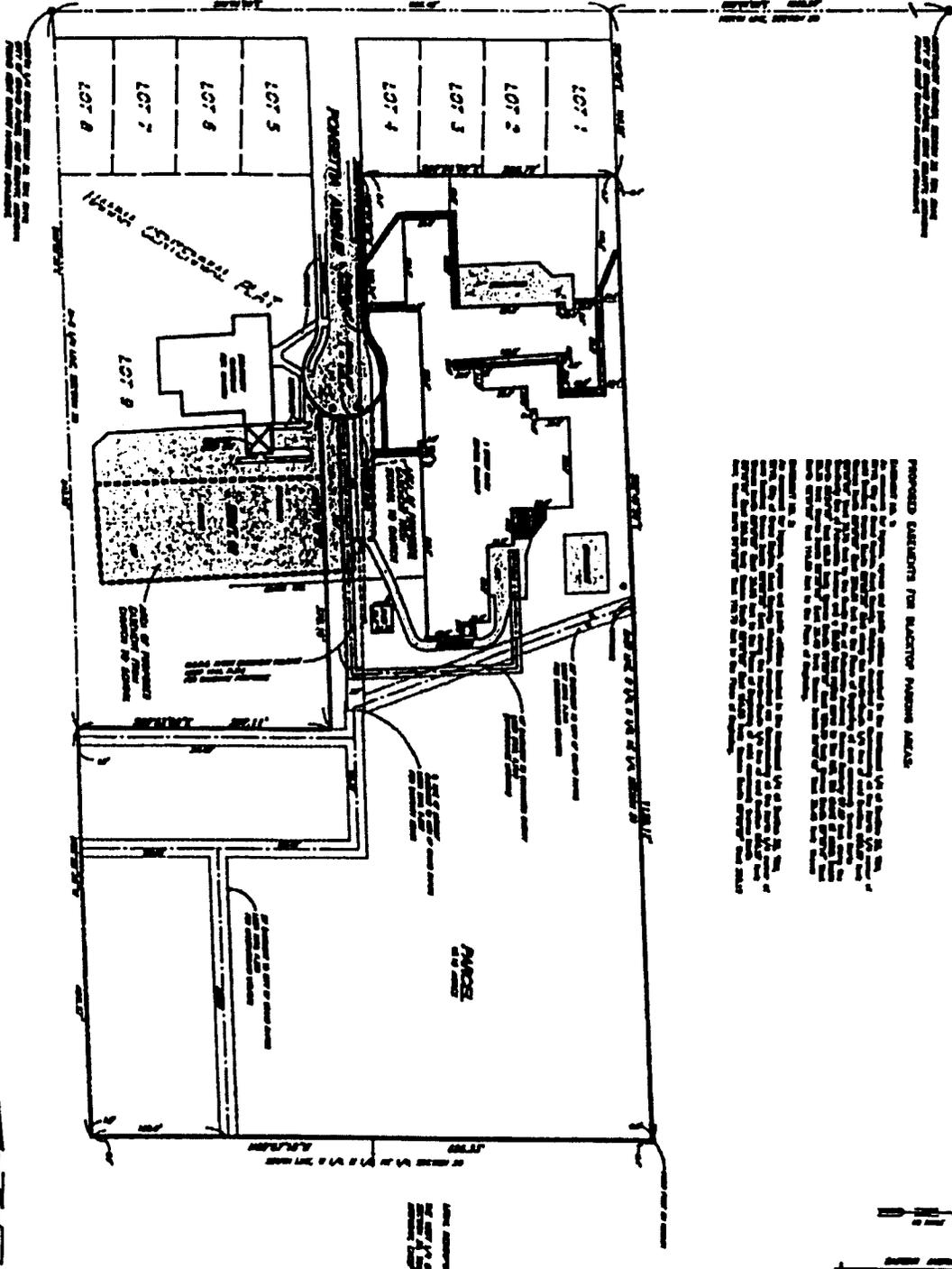
The West Quarter of the North Half of the Northeast Quarter of Section 20, Town 6 North, Range 11 West, City of Grand Rapids, Kent County, Michigan, excepting therefrom Hanna Centennial Plat, according to the plat thereof recorded in Liber 52 of Plats, page 22 of Kent County Records.

**Parcel B:**

Lot 9, Hanna Centennial Plat, according to the plat thereof recorded in Liber 52 of Plats, page 22 of Kent County Records, City of Grand Rapids, Kent County, Michigan.

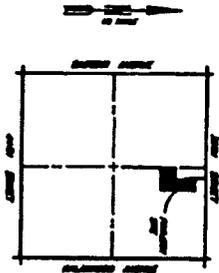
**Exhibit B**

36TH STREET



PROPOSED EASEMENTS FOR SUBSTANTIVE PARKING AREAS

The following easements are proposed for the Substantive Parking Areas shown on the attached site plan. The easements are proposed for the purpose of providing access to the parking areas from the adjacent streets. The easements are proposed for the purpose of providing access to the parking areas from the adjacent streets. The easements are proposed for the purpose of providing access to the parking areas from the adjacent streets.



1. The following information is provided for your information only and does not constitute a warranty of any kind. The information is provided for your information only and does not constitute a warranty of any kind.

BOUNDARY SURVEY OF THE PROPERTY OF THE CITY OF GRAND RAPIDS, MICHIGAN, AS SHOWN ON THE ATTACHED SITE PLAN.

BOUNDARY SURVEY OF THE PROPERTY OF THE CITY OF GRAND RAPIDS, MICHIGAN, AS SHOWN ON THE ATTACHED SITE PLAN.

STATE OF MICHIGAN

OFFICE OF THE REGISTERED PROFESSIONAL SURVEYOR

STATE OF MICHIGAN

New Branches Charter Academy

Contract Amendment No. 2

# Tab 2

## MANAGEMENT SERVICES AGREEMENT

This Management Services Agreement (the "Agreement") is made and entered into as of the 1<sup>st</sup> day of July, 2015, by and between Choice Schools Associates, L.L.C., a Michigan limited liability company ("CSA"), and the New Branches Charter Academy (the "Academy"), a body corporate and public school academy organized under Part 6A of the Michigan Revised School Code (the "Code").

**WHEREAS**, the Academy operates pursuant to a charter contract (the "Contract") issued by the Central Michigan University Board of Trustees (CMU"); and

**WHEREAS**, the Academy operates as a public school academy under the direction of the Academy Board (the "Board"); and

**WHEREAS**, CSA is a limited liability company providing educational and managerial services to public school academies that has the ability to implement a comprehensive educational program and management methodologies for the Academy; and

**WHEREAS**, the Academy desires to engage CSA to perform certain services related to the Academy's educational program and operations.

**NOW, THEREFORE, IT IS AGREED AS FOLLOWS:**

### ARTICLE I

#### CONTRACTUAL RELATIONSHIP

A. **Academy Authority.** The Academy has been granted the Contract by CMU to organize and operate a public school academy, together with the powers necessary or desirable for carrying out the educational program set forth in the Contract. The Academy is authorized by law to contract with a private entity to provide educational management services, provided that no provision of such a contract shall be effective if it would prohibit the Board from acting as an independent, self-governing public body, allow public decisions to be made other than in compliance with the Open Meetings Act, or interfere with the Board's constitutional duty to exercise its statutory, contractual and fiduciary obligations governing the operation of the Academy.

B. **Delegated Authority.** Acting under and in the exercise of such authority, the Academy hereby engages CSA, to the extent permitted by law, to perform specified functions relating to the provision of educational services and the management and operation of the Academy; provided, however, that this Agreement is subject to all the terms and conditions of the Contract. The Contract shall be deemed incorporated herein by this reference. In the event of any inconsistency between provisions of this Agreement and provisions of the Contract, the provisions of the Contract shall prevail.

C. **Status of the Parties.** CSA is a limited liability company of Michigan, and is not a division or a part of the Academy. The Academy is a body corporate and governmental entity authorized by the Code, and is not a division or part of CSA. The relationship between CSA and the Academy is based solely on the terms of this Agreement. The parties to this Agreement intend that the relationship between them is that of an independent contractor, not an employee-employer relationship. The

relationship between the parties was developed and entered into through arm's length negotiations and is based solely on the terms of this Agreement. Except as otherwise expressly designated by written agreement of the parties with consent from anyone whose consent is required by law or contract, no agent, officer or employee of the Academy shall be determined to be an agent or employee of CSA and no agent, officer or employee of CSA shall be determined to be an agent or employee of the Academy. The Academy will be solely responsible for its acts and omissions and the acts and omissions of its agents, officers and employees and CSA will be solely responsible for its acts and omissions and the acts and omissions of its agents, officers, employees and subcontractors.

## ARTICLE II

### TERM

A. **Term.** This Agreement shall become effective July 1, 2015, and shall cover four academic years commencing on July 1, 2015 and ending on June 30, 2019, subject to a continued Contract from CMU and continued state per capita funding. The Contract from CMU is effective through June 30, 2019 and the parties recognize that during the reauthorization process CMU may condition an extension or reauthorization of the Contract upon modifications to this Agreement or submission of a new agreement.

B. **Revocation, Termination or Reconstitution of Contract.** If the Academy's Contract issued by the Central Michigan University Board of Trustees is revoked, terminated or a new charter contract is not issued to the Academy after expiration of the Academy's Contract, this Agreement shall automatically terminate on the same date as the Academy's Contract is revoked, terminated, or expires without further action of the parties. In the event that a reconstitution of the Academy's Contract includes measures that require cancelling of the Agreement, this Agreement shall automatically terminate on the same date as the effective date of the reconstitution of the Academy's Contract.

## ARTICLE III

### FUNCTIONS OF CSA

A. **Responsibility.** CSA shall be responsible for the management, operation, administration, and education at the Academy, consistent with Board Policy, the Contract and applicable law. Such functions include, but are not limited to:

1. Implementation and administration of the Educational Program contained in the Contract;
2. Curriculum improvement services;
3. Student environment management and community outreach/ marketing services;
4. Computer services;
5. Budget preparation and financial management services
6. Accounting and bookkeeping services;

7. Risk management;
8. Accounts payable;
9. Acquisition of instructional and non-instructional material, equipment and supplies;
10. Selection, employment and supervision of all teachers and staff and the personnel management services (recordkeeping, wage and benefits administration, training and technical assistance) necessary to support those employees;
11. Food service management;
12. Transportation management;
13. Facilities maintenance;
14. Preparation and timely submission of required CMU, local, state and federal reports;
15. Information and technology system development and management;
16. Preparation of applications and reports for grants and special programs;
17. Securing funding sources for special programs and facility improvements;
18. Operation of the school building and the installation of technology integral to school design;
19. Administration of extra-curricular and co-curricular activities and programs approved by the Board;
20. Preparation of regulations governing operations of the Academy and implementation of such regulations as are approved by the Board;
21. Provision of special education programs and services to eligible students who attend the Academy in conformity with the requirements of state and federal laws and applicable regulations and policies;
22. Preparation of strategic plans for the continuing educational and financial benefit of the Academy;
23. Implementation of an ongoing public relations strategy for the development of beneficial and harmonious relationships with other organizations and the community;
24. Preparation and enforcement of student codes of conduct after Board approval; and

25. Any other function necessary or expedient for the operation, administration and management of the Academy with approval from the Board.

**B. Educational Goals and Program.** CSA shall implement the educational goals and programs set forth in the Contract, including but not limited to methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade classifications or pupils to be enrolled, and methods to be used to monitor performance towards targeted educational outcomes (collectively the "Educational Program"). In the event that CSA determines that it is advisable to modify the Educational Program set forth in the Contract, CSA will provide written notification to the Board specifying the changes it recommends and the reasons for the proposed changes. No changes in the Educational Program shall be implemented without the prior written approval of the Board and CMU. CSA shall provide the Board with periodic written reports specifying the level of achievement of each of the Academy's educational goals set forth in the Contract and detailing its plan for meeting any educational goals that are not being attained. These reports will be submitted to the Board immediately prior to the Board's regular meeting in January and July each year, and at such other times as specified in Board policy as the same may be changed from time to time.

**C. Subcontracts.** It is anticipated that CSA will utilize subcontracts to provide some of the services it is required to provide to the Academy, including but not limited to transportation and/or food service. CSA shall not subcontract the management, oversight or operation of the teaching and instructional program, without the prior approval of the Board. Board approval of other subcontracts is not required unless the cost for these subcontracted services is projected to exceed the funds appropriated for that purpose in the Academy's approved budget. CSA will receive no additional fee as a result of subcontracting of any services. CSA remains responsible to the Academy for the services provided through subcontracting agreements. CSA shall ensure that all subcontracts comply with applicable law including the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g et seq., ("FERPA") and the criminal background check provisions of the Code.

**D. Place of Performance.** Instruction services other than field trips will normally be performed at the Academy facilities. CSA may perform functions other than instruction, such as purchasing, professional development, and administrative functions at off-site locations, unless prohibited by the Contract or applicable law. The Academy shall provide CSA with the necessary office space at the Academy site to perform all services for the Academy described in this Agreement.

**E. Acquisitions.** All acquisitions made by CSA for the Academy, including, but not limited to, instructional materials, equipment, supplies, furniture, computers and other technology, shall be owned by and remain the property of the Academy. CSA and its subcontractors will comply with all federal and state laws, rules, and regulations in addition to such policies as the Board may, from time to time adopt, under Section 1267 and Section 1274 of the Code as if the Academy were making these purchases directly from a third party supplier. CSA will not add any fees or charges to the cost of the equipment, materials and supplies purchased from third parties when it seeks reimbursement for the cost of these acquisitions.

**F. Pupil Performance Standards and Evaluation.** CSA is responsible for and accountable to the Board for the performance of students who attend the Academy. CSA shall implement pupil performance evaluations which permit evaluation of the educational progress of each Academy student, using measures of student and school performance required by the Contract or applicable laws

and such additional measures as shall be mutually agreed upon by the Board and CSA including but not limited to parent satisfaction surveys.

**G. Student Recruitment.** CSA shall be responsible for the recruitment of students subject to the provisions of the Contract or applicable laws and the policies adopted by the Board. Students shall be selected in accordance with the procedures set forth in the Contract and in compliance with the Code and other applicable law. CSA shall follow all applicable procedures regarding student recruitment, enrollment and lottery management, and shall be responsible for publication of appropriate public notices and scheduling open houses.

**H. Student Due Process Hearings.** CSA shall provide students with procedural and substantive due process in conformity with the requirements of applicable law and Board policy regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Academy's own obligations. The Board shall retain the right to provide due process as required by law and to determine whether any student will be expelled.

**I. Legal Requirements.** CSA shall provide educational programs that meet the requirements under the Contract and applicable law, unless such requirements are or have been waived.

**J. Rules and Procedures.** The Board shall consider, adopt and conduct its operation in conformity with policies and procedures applicable to the Academy and CSA is directed to enforce the policies and procedures adopted by the Board. CSA shall assist the Board in its policy making function by recommending the adoption of reasonable policies and procedures applicable to the Academy.

**K. School Year and School Day.** The school year and the school day shall be as provided in the Contract and as defined annually by the Board in compliance with applicable law.

**L. Authority.** CSA shall have authority and power necessary to undertake its responsibilities described in this Agreement except in the case(s) wherein by law such power may not be delegated.

**M. Compliance with Academy's Contract.** CSA agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by the Central Michigan University Board of Trustees, including all schedules attached thereto and policies references therein, as they may be amended. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement. CSA agrees to assist the Academy in complying with all of the Academy's reporting, recordkeeping, and other obligations under the Academy's Contract. CSA shall not act in a manner which will cause the Academy to be in breach of its Contract. Any action or inaction by CSA that causes the Contract to be in jeopardy of revocation, termination or reconstitution is a material breach of the Agreement. In addition, a failure of CSA to perform reasonably the functions set forth in Article III may be considered a material breach of this Agreement.

**N. Additional Programs.** The services provided by CSA to the Academy under this Agreement consist of the Educational Program as set forth in the Contract, as the same may change from time to time. The Academy may decide to provide additional programs, including but not limited to summer school. Any revenues collected from such programs will go directly to the Academy. The

Academy may also purchase additional services from CSA at mutually agreeable cost. Such additional services shall be documented in writing as an amendment to this Agreement, subject to review by CMU.

O. **Annual Budget Preparation.** CSA will provide the Board with a proposed annual budget that shall conform to the Michigan Public School Accounting Manual and the Uniform Budgeting and Accounting Act, MCL 141.421 *et seq.* and in a form satisfactory to the Board and in compliance with the Contract. The budget shall contain reasonable detail as requested by the Board and as necessary to comply with the public accounting standards applicable to public schools and applicable law. The budget shall include anticipated revenues and projected expenses and costs reasonably associated with operating the Academy and the Educational Program including, but not limited to, the projected cost of all services and educational programs provided to the Academy, rent and lease payments, debt service, maintenance and repairs to Academy facilities, supplies and furnishings necessary to operate the Academy, taxes, insurance premiums, utilities, professional fees, and other costs and expenses connected to the operation of the Academy. The proposed budget shall be submitted to the Board for approval not later than thirty (30) calendar days prior to the date when the approved budget is required to be submitted to CMU. CSA may not make deviations from the approved budget without the prior written approval of the Board.

P. **Compliance with Section 503c.** On an annual basis, CSA agrees to provide the Board with the same information that a school district is required to disclose under section 503c of the Code, MCL 380.503c and under section 18(2) of the State Aid Act of 1979, MCL 380.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) calendar days of receipt of this information, CSA shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this Agreement.

Q. **Compliance with Section 11.8 of the Contract.** CSA shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 8 of the Contract, available to the Academy as deemed necessary by the Board in order to enable the Academy to fully satisfy its obligations under Section 11.8(a) of the Contract.

R. **Suspension and Debarments List.** Federal agencies are required to award contracts only to presently responsible sources and cannot award funds to entities that have been suspended or debarred from doing business with the federal government. The Academy is a recipient of federal funding and CSA is required to refrain from any action that will result in being suspended or debarred. CSA certifies and affirms that it is not included on the federal Suspension and Debarments list of Excluded Parties List; nor is CSA affiliated with any party that is included on the federal Suspension and Debarments list of Excluded Parties List.

## ARTICLE IV

### OBLIGATIONS OF THE BOARD

A. **Board Policy Authority.** The Board is responsible for determining the fiscal and academic policies that will govern the operation of the Academy, including policies relative to the

conduct of students while in attendance at the Academy or enroute to and from the Academy and regulations governing the procurement of supplies, materials and equipment. The Board shall exercise good faith in considering the recommendations of CSA on issues including, but not limited to, policies, rules, regulations, procedures, curriculum and budgets subject to the constraints of law and the requirements of the Contract. Failure of CSA and the Board to agree on educational policies is grounds for termination of the Agreement by either party.

B. **Building Facility.** The Board is responsible for the acquisition by either purchase or lease of a building facility that complies with all of the requirements of the Contract.

C. **Academy Employees.** The Board may employ such employees as it deems necessary. The cost to employ Academy employees shall be paid by the Board.

D. **Educational Consultants.** The Board may retain an educational consultant or consultants to review the operations of the Academy and the performance of CSA under this Agreement. CSA shall cooperate with the educational consultant or consultants and will provide those individuals with prompt access to records, facilities and information as if such requests came from the full Board. CSA shall have no authority to select, evaluate, assign, supervise or control any educational consultant employed by the Board, and agrees that it will not bring or threaten to bring any legal action against the Board or any educational consultant for the performance of the functions requested to be performed by the Board and which are consistent with this Agreement. The cost to employ an educational consultant shall be paid by the Board.

E. **Legal Counsel.** The Board shall select and retain legal counsel to advise it on any matter, including but not limited to its rights and responsibilities under the Contract, this Agreement and applicable law.

F. **Audit Services.** The Board shall select and retain an independent auditor to perform the annual financial audit in accordance with the Contract and applicable state law.

G. **Budget.** The Board is responsible for adopting a budget in accordance with the provisions of the Uniform Budgeting and Accounting Act, MCL 141.421 *et seq.*, that has adequate resources to fulfill its obligations under the Contract, including but not limited to its oversight of CSA, the organization of the Academy, negotiation of the Contract and any amendments, payment of personnel costs, insurance required under the Contract and this Agreement, the annual financial audit and retention of the Board's legal counsel and consultants. CSA may not make expenditures or commitments which deviate from the amounts or purposes of appropriations contained in the approved budget without the prior approval of the Board in the form of an approved amendment to the budget in accordance with applicable law and the Contract. In addition, the Board is responsible for determining the budget reserve amount included as part of the Academy's annual budget, for implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount and for approving necessary amendments to the budget to reflect necessary deviations from the adopted budget. The budget may be amended from time to time as deemed necessary by the Board.

H. **Academy Funds.** The Board shall determine the depository of all funds received by the Academy. All funds received by the Academy shall be initially deposited in the Academy's depository account. Signatories on the depository account shall be current Board members properly designated

annually by Board resolution. All interest or investment earnings on Academy deposits shall accrue to the Academy. The Board shall provide Academy funding on a consistent and timely basis to CSA in order that CSA may fulfill its obligations under this Agreement.

I. **Governmental Immunity.** The Board shall determine when to assert, waive or not waive its governmental immunity. Nothing in this Agreement is intended to, nor shall it be construed, as a relinquishment or waiver by the Board of any immunity from action or liability.

J. **Contract with CMU.** The Board will not act in a manner which will cause the Academy to be in breach of its Contract with CMU.

K. **Evaluation of CSA.** The Board will evaluate the performance of CSA each year to provide CSA with an understanding of the Board's view of its performance under this Agreement. A preliminary evaluation will normally occur in January of each year followed by a year-end evaluation in June. The Board will determine the format to conduct this evaluation. Special evaluations may occur at any time.

## ARTICLE V

### FINANCIAL ARRANGEMENT

A. **Primary Source of Funding.** As a Michigan public school academy, the primary source of funding for the Academy is state school aid payments based upon the number of students enrolled in the Academy combined with such other payments as may be available from state and federal sources for specific programs and services.

B. **Other Revenue Sources.** In order to supplement and enhance the state school aid payments and improve the quality of education at the Academy, the Board and CSA, shall endeavor to obtain revenue from other sources. In this regard:

1. The Academy and/or CSA shall solicit and receive donations consistent with the mission of the Academy.
2. The Academy and/or CSA may apply for and receive grant money, in the name of the Academy. CSA shall provide advance notification to the Board of any grant applications it intends to make and receive the approval of the Board for the application prior to filing or submitting any grant.
3. To the extent permitted by law, CSA may charge fees to students for extra services such as summer programs, after school programs and athletics and charge non-Academy students who participate in such programs approved by the Board.

All funds received by CSA or the Academy from such other revenue sources shall inure to and be deemed the property of the Academy, except as otherwise agreed by the parties in writing as an amendment to this Agreement.

C. **Compensation for Services.** For the term of this Agreement, the Academy shall pay CSA an annual fee. This annual fee shall be calculated as follows:

(1) **2015-2016 School Year.** The annual fee to be paid for services performed between July 1, 2015 through June 30, 2016 shall be the sum of (a) \$271,000 and (b) ten (10.00%) percent of all payments in excess of \$2,718,000 that the Academy receives directly or indirectly under Paragraph A above (including amounts retained by CMU) and all grants received by the Academy under Paragraph B (except for donations that are made to Academy) that are to be expended during that school year, but not more than \$67,750.

(2) **2016-2017 School Year.** The annual fee to be paid for services performed between July 1, 2016 through June 30, 2017 shall be the sum of (a) \$283,670 and (b) ten (10.00%) percent of all payments in excess of \$2,826,720 that the Academy receives directly or indirectly under Paragraph A above (including amounts retained by CMU) and all grants received by the Academy under Paragraph B (except for donations that are made to Academy) that are to be expended during that school year, but not more than \$70,917.

(3) **2017-2018 School Year.** The annual fee to be paid for services performed between July 1, 2017 through June 30, 2018 shall be the sum of (a) \$293,978 and (b) ten (10.00%) percent of all payments in excess of \$2,939,788 that the Academy receives directly or indirectly under Paragraph A (including amounts retained by CMU) above and all grants received by the Academy under Paragraph B (except for donations that are made to Academy) that are to be expended during that school year, but not more than \$73,494.

(4) **2018-2019 School Year.** The annual fee to be paid for services performed between July 1, 2018 through June 30, 2019 shall be the sum of (a) \$305,737 and (b) ten (10.00%) percent of all payments in excess of \$3,057,379 that the Academy receives directly or indirectly under Paragraph A above (including amounts retained by CMU) and all grants received by the Academy under Paragraph B (except for donations that are made to Academy) that are to be expended during that school year, but not more than \$76,434.

CSA's annual fee shall be paid in twelve (12) equal monthly installments beginning in July of each school year. The exact day of the month that each monthly installment is to be paid will coincide with the timing of any state school aid payment from the State of Michigan to be received in that month. In months where no state school aid payments are to be received, the day of the month when that monthly installment will be due will be mutually agreed upon by the parties after taking into consideration available year-end funds and the timing of funds to be made available from state school aid anticipation notes or other sources. All installments of the annual fee for the 2018-2019 school year shall be paid by June 30, 2019 if this Agreement is not extended beyond the scheduled termination date. The amount of the annual fee is subject to reduction in a mutually agreeable amount in any school year if extenuating circumstances make payment of the entire annual fee inappropriate.

**D. Reasonable Compensation.** The parties wish to satisfy the requirements of Rev. Proc. 97-13 so that the provision of CSA's services under this Agreement does not cause the Academy's facilities to be treated as used in a private business use under Section 141(b) of the Internal Revenue Code of 1986, as amended. CSA's compensation under this Agreement is reasonable compensation for services rendered. CSA's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the Academy.

**E. Payment of Educational Program Costs.** In addition to the Academy's obligation to pay or reimburse CSA for the cost to employ CSA employees under Article VI(b), (C) and (D), all costs reasonably incurred within Board approved budget parameters in providing the Educational Program at the Academy shall be paid by the Academy. Such costs shall include, but shall not be limited to, curriculum materials, professional development, textbooks, library books, computer and other equipment, software, supplies utilized at the Academy for educational purposes, building payments, maintenance, utilities, capital improvements, and marketing and development costs. Marketing and development costs charged to the Academy shall be limited to those costs specific to the Academy program, and shall not include any costs for the marketing and development of CSA. The Board shall pay or reimburse CSA monthly for approved fees and expenses upon properly presented documentation and approval by the Board. At its option, the Board may advance funds to CSA for the fees and expenses associated with the Academy's operation provided that documentation for the fees and expenses are provided for Board ratification. In paying costs on behalf of the Academy, CSA shall not charge an added fee. Any costs reimbursed to CSA that are determined by the independent audit not to be reasonably incurred on behalf of the Educational Program of the Academy shall be promptly returned to the Academy by CSA.

**F. CSA Costs.** The annual fee to be paid to CSA set forth in Article V, Section C is intended to compensate CSA for all expenses it incurs for administrative and financial services it is required to provide under this Agreement, including but not limited to, expenses associated with individuals providing professional and curriculum development services, accounting services, clerical services, management and budgeting services, and administrative services. CSA will provide sufficient professional and non-professional staff in these areas, who shall be compensated by CSA. In addition, the annual fee is intended to compensate CSA for all costs incurred by CSA to provide these services. The annual fee does not include payments for CSA personnel provided pursuant to Article VI (B), (C), and (D), the cost of which will be paid or reimbursed to CSA in accordance with Article VI (A).

**G. CSA Legal Services.** The annual fee set forth in Article V, Section C is intended to compensate CSA for routine legal fees it incurs to receive advice regarding the scope of its obligations under state and federal law to provide the administrative and financial services CSA is required to provide under this Agreement. The annual fee does not cover non-routine legal services, including but not limited to the legal fees and costs associated with the appointment of special education hearing officers and the engagement of counsel to represent the Academy in legal or administrative proceedings, which are the responsibility of the Academy. The Board shall at all times retain the sole authority and discretion to engage independent legal counsel.

**H. Other Public School Academies.** The Academy acknowledges that CSA has entered, or will enter into management agreements with other public school academies. CSA shall separately account and provide written detail for reimbursable expenses incurred on behalf of the Academy and

other public school academies, and only charge the Academy for expenses incurred on behalf of the Academy.

I. **Financial Reporting.** On not less than a monthly basis, CSA shall provide the Board with a written report detailing the status of the budget to actual revenues and a detailed schedule of expenditures at an object level detail for review and approval by the Board. This report shall explain any variances from the approved budget and shall contain recommendations for necessary budget corrections. The foregoing presentation shall be in a form and format acceptable to the Board and shall be provided to Board members not less than three (3) business days prior to the Board meeting at which the information will be considered in the Board packets sent to Board members in preparation for Board meetings. CSA shall provide special reports as necessary to keep the Board informed of changing conditions.

J. **Operational Reporting.** At least two (2) times per year, December and May unless agreed otherwise, CSA will provide the Board with comprehensive written reports detailing Academy operations, finances and student performance. In order to enable the Board to monitor CSA's educational performance and the efficiency of its operation of the Academy, upon the request of the Board, CSA will provide written reports to the Board on any topic of Academy activity or operations and which are consistent with this Agreement. These special reports will be provided in a timely fashion, but not less than one (1) week after the request for the report is received by CSA unless the Board and CSA mutually agree upon an extended timetable.

K. **Audit Report Information.** CSA will make all of its financial and other records related to the Academy available to the independent auditor selected by the Board.

L. **Other Financial Relationships.** Any lease, promissory notes or other negotiable instruments, lease-purchase agreements or other financing agreements between the Academy and CSA shall be contained in a document separate from this Agreement and shall comply with applicable law and CMU's Educational Service Provider Policies.

M. **Access to Records.** CSA shall keep accurate financial records pertaining to its operation of the Academy, together with all Academy financial, educational and student records prepared by or in the possession of CSA, and retain all of these records for a period as required by Bulletin 1022 of Michigan's Record Retention Schedule, or applicable law, whichever period is the longest, from the close of the fiscal year to which such books, accounts and records relate. CSA shall further make information concerning the operation and management of the Academy, including but not limited to, information required to be kept by the Contract with CMU, including all exhibits and schedules, available to the Academy as deemed necessary by the Board in order to enable the Academy to fully satisfy its obligations under the Contract. Financial, educational, operational and student records that are now or may in the future come into the possession of CSA remain Academy records and are required to be returned by CSA to the Academy upon demand, provided that CSA may retain copies of records necessary to document the services provided to the Academy and its actions under the Agreement. CSA and the Academy shall maintain the proper confidentiality of personnel, student and other records as required by law. All Academy records shall be physically or electronically available, upon request, at the Academy's physical facilities. The financial, educational, operational and student records pertaining to the Academy are Academy property, and are public documents subject to disclosure in accordance with the

provisions of the Michigan Freedom of Information Act. This Agreement shall not be construed to restrict CMU's or the public's access to these records under the Freedom of Information Act or the Contract, except to the extent permitted by law.

N. **Access to Confidential Information.** During the term of this Agreement, the Academy may disclose, and CSA and its officers, directors, employees and designated agents may have access to, confidential information to the extent permitted by applicable law, including without limitation, the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g et seq., ("FERPA"), the Individuals with Disabilities Education Act ("IDEA"), 20 USC §1401 et seq., 34 CFR 300.610 – 300.626; Section 504 of the Rehabilitation Act of 1973, 29 USC §794a, 34 CFR 104.36; the Michigan Mandatory Special Education Act, MCL 380.1701 et seq.; the Americans with Disabilities Act, 42 USC §12101 et seq.; the Health Insurance Portability and Accountability Act ("HIPAA"), 42 USC 1320d – 13200d-8; 45 CFR 160, 162 and 164; and social security numbers, as protected by the federal Privacy Act of 1974, 5 USC §552a; and the Michigan Social Security Number Privacy Act, MCL 445.84. CSA agrees that it shall comply with all applicable law regarding the safeguarding of the confidentiality of such information.

## ARTICLE VI

### PERSONNEL AND TRAINING

A. **Personnel Responsibility.** CSA is responsible for providing the Academy with a School Administrator and other qualified administrative, teaching, food service, secretarial, maintenance and transportation staff to operate the Academy within the staffing levels approved by the Board in its annual budget. CSA shall have the responsibility to recruit, select, hire, evaluate, compensate, assign, discipline, transfer and terminate the employment of all individuals that it employs to provide services at or for the Academy, consistent with state and federal law and the provisions of this Agreement. With the exception of the Board employees, if any, CSA shall be the employer of all individuals working at or for the Academy and will be responsible for the payment of all costs incurred by CSA attributable to these employees, including wages, salaries, fringe benefits, social security contributions, unemployment costs, workers compensation costs, and liability insurance costs. Unless required by applicable statute, court or administrative decision, or Attorney General's opinion, CSA shall not make payments to the Michigan Public School Employees' Retirement System or any other public retirement system on behalf of its employees. CSA will provide the Board with a detailed listing of the actual wages, salaries, fringe benefits, social security contributions, unemployment costs and workers compensation costs for all employees of CSA who will be assigned to provide services at the Academy. The Board will pay or reimburse CSA for the cost of the actual wages, salaries, fringe benefits, social security contributions, unemployment costs, and workers compensation costs of employees assigned to the Academy not later than three (3) business days before that compensation is due to the employees or to other entities to be paid to provide these benefits, provided that these costs are not higher than anticipated and approved in the annual budget. At its option, the Board may advance funds to CSA for the cost of the wages, salaries, fringe benefits, social security contributions, unemployment costs and workers compensation costs of employees assigned to the Academy provided that documentation for the fees and expenses are provided for Board review at its next regularly scheduled Board meeting and are consistent with budget allocations. At the request of the Board, CSA will provide payroll services for employees of the Board. CSA will not assign any employee to work at the Academy who has not successfully completed a pre-employment background check (including statutorily required criminal history, criminal background and unprofessional conduct checks) consistent with Michigan State Police guidelines and credential

verification, and, a pre-employment physical if appropriate. CSA will not place in the employment contracts with any of its employees assigned to work at the Academy any restrictions that would prevent the Academy from employing those individuals at the Academy or would prevent those individuals from working for the Academy or for any other entity providing educational services to the Academy. CSA agrees that any provision of an employment agreement with any of its employees that would be in violation of this provision is void and shall not be enforceable in any forum. CSA will comply with the requirements of applicable law, including but not limited to section 1249 of the Code, MCL 380.1249, regarding the evaluation of its employees based in part upon data on student growth and the establishment of employee compensation levels that include job performance and job accomplishments as a significant factor. In the event that an employee hired by CSA is retired under the Michigan Public School Employees Retirement Act, CSA will comply with any applicable notice and reporting requirement.

**B. School Administrator.** CSA shall provide the Academy with a School Administrator who shall be responsible for the daily operational control of the Academy and to make recommendations to CSA regarding employees to be assigned to the Academy. CSA will have the authority, consistent with state law, to select and supervise the School Administrator and to hold that individual accountable for the success of the Academy. The School Administrator will be a CSA employee, but the individual selected by CSA must be acceptable to the Board. CSA will consult with the Board prior to hiring the School Administrator and will consult with the Board prior to taking any action that would alter the employment status of the School Administrator. At the request of the Board, CSA will review the performance of the School Administrator with the Board. Upon receipt of written notification indicating that the Board is not satisfied with the performance of the School Administrator, CSA will provide a replacement School Administrator if the performance problems are not resolved. The Board will reimburse CSA for any reasonable costs associated with the termination of the School Administrator during a school year, at the Board's request, provided that the amount of the costs to be reimbursed shall not exceed three (3) months of the School Administrator's salary and fringe benefits. The employment contract with the School Administrator, and the duties and compensation of the School Administrator shall be determined by CSA, but that individual must be assigned on a full time basis to the Academy and may not be providing services to any other school or Academy without the prior approval of the Board. If CSA chooses to execute an employment agreement with the School Administrator that has a term longer than one year, the Board reserves the right to have the School Administrator placed elsewhere by CSA if the Board is dissatisfied with that individual's performance at the end of any school year and will be considered a non-renewal rather than a termination for purposes of this Agreement.

**C. Teachers.** As part of the annual budgeting process, CSA shall make a recommendation to the Board regarding the number of teachers required for the operation of the Academy pursuant to the Contract. CSA shall provide the Academy with such teachers, qualified in the grade levels and subjects as are required by the Academy. The curriculum taught by such teachers shall be the curriculum prescribed in the Contract. Such teachers may, at the discretion of CSA, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such teachers may also work at other schools operated by CSA. Each teacher assigned to or retained by the Academy shall be a highly qualified teacher with a valid teaching certificate or temporary special permit issued by the State Board of Education under the Code, to the extent required under the Code and the No Child Left Behind Act of 2001 or other applicable law. If CSA chooses to execute contracts with teaching staff that have a term of longer than one year, the Board reserves the right to have teachers placed elsewhere by CSA if the Board is dissatisfied with their performance at the end of any school year. Teachers employed by CSA shall not be considered teachers for purposes of continuing tenure under MCLA Section 38.71 *et. seq.*

D. **Support Staff.** As part of the annual budgeting process, CSA shall make a recommendation to the Board regarding the number of support staff required for the operation of the Academy pursuant to the Contract. CSA shall provide the Academy with such support staff, qualified in the areas required, as are required by the Board. Such support staff may, in the discretion of CSA, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such support staff may also work at other schools operated by CSA. Each support staff employee assigned to or retained by the Academy shall have received the training and hold the certificates, degrees or licenses legally required for the position to which they are assigned under the Code and the No Child Left Behind Act of 2001 or other applicable law. If CSA chooses to execute contracts with support staff that have a term of longer than one year, the Board reserves the right to have support staff placed elsewhere by CSA if the Board is dissatisfied with their performance at the end of any school year.

E. **Training.** CSA shall provide training to the School Administrator, teachers and paraprofessionals on a regular and continuing basis and shall insure that they receive all training required by law and the policies of the Board. The School Administrator, teachers, paraprofessionals and other support staff employees shall receive such other training as CSA determines as reasonable and necessary under the circumstances.

## ARTICLE VII

### TERMINATION OF AGREEMENT

A. **Termination by the Academy for Cause.** This Agreement may be terminated by the Academy for cause prior to the end of the term specified in Article II in the event that CSA should fail to remedy a material breach within a period reasonable under the circumstances, which in no event shall be longer than sixty (60) calendar days after notice from the Academy. A material breach is a failure by CSA to carry out its responsibilities under this Agreement and may include, but is not limited to, (1) failure to account for its expenditures or to pay operating costs (providing funds are available to do so), (2) failure to follow policies or procedures duly adopted by the Board, (3) failure to follow the Educational Program, (4) a violation of the Contract or of applicable law, or (5) any action or inaction by CSA that places the Contact in jeopardy of suspension, revocation, reconstitution or termination. In order to terminate this Agreement for cause, the Board is required to provide CSA with written notification of the facts it considers to constitute material breach and the period of time within which CSA has to remedy this breach not to exceed sixty (60) calendar days. After the period to remedy the material breach has expired, the Board may terminate this Agreement by providing CSA with written notification of termination.

B. **Termination by CSA for Cause.** This Agreement may be terminated by CSA for cause prior to the end of the term specified in Article II in the event the Academy fails to remedy a material breach within a period reasonable under the circumstances, which in no event shall be longer than sixty (60) calendar days after notice from CSA. A material breach is a failure by the Academy to carry out its responsibilities under this Agreement and may include, but is not limited to (1) a failure to make timely payments to CSA as required by this Agreement, (2) a failure to give consideration to the recommendations of CSA regarding the operation of the Academy), (3) a violation of the Contract or of applicable law or (4) any action or inaction by the Academy that places the Contact in jeopardy of suspension, revocation, reconstitution or termination. In order to terminate this Agreement for cause, CSA

is required to provide the Board with written notification of the facts it considers to constitute material breach and the period of time within which the Academy has to remedy this breach not to exceed sixty (60) days. After the period to remedy the material breach has expired, CSA may terminate this Agreement by providing the Board with written notification of termination.

C. **Termination by Either Party Without Cause.** If CSA and the Board are unable to agree on educational programs, curriculum or other educational policies that affect the Academy in a significant way, either party may elect to terminate this Agreement at the end of a school year, provided that the terminating party gives the other party written notification of termination at least sixty (60) calendar days prior to the termination date.

E. **Change in Law.** If any federal, state or local law or regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may request renegotiation of the Agreement; and if the parties are unable or unwilling to renegotiate the terms within ninety (90) calendar days after the notice, the party requiring the renegotiation may terminate this Agreement on thirty (30) calendar days further written notice.

F. **Rights to Property Upon Termination.** Upon termination of this Agreement all property (real or personal), equipment, materials and supplies whether purchased by the Academy or by CSA with state school aid funds or other funds secured by the Academy, shall remain the exclusive property of the Academy. CSA shall have the right upon proof of ownership to reclaim any usable property or equipment (e.g., including, but not limited to, desks, computers, copying machines, fax machines, telephones) that was purchased by CSA with funds other than those paid to CSA under Article V(C). Fixtures and building alterations shall become the property of the Academy.

I. **Transition.** In the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's term, CSA shall provide the Academy reasonable assistance for up to 90 calendar days after the effective date of the termination to allow a transition back to a regular school program or to another education service provider.

## ARTICLE VIII

### PROPRIETARY INFORMATION

A. **Proprietary Information.** The Academy shall own all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by CSA, its employees, agents or subcontractors, or by any individual working for or supervised by CSA, which (i) were directly developed and paid for by the Academy; or (ii) were developed by CSA at the direction of the Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials.

B. **Required Disclosure.** The Academy shall be permitted to report any new teaching techniques or methods of significant revisions to known teaching techniques or methods to CMU, the ISD in which the Academy is located and to the State Board of Education, which teaching techniques or methods may thereafter be made available to the public, as provided in Sections 505(3) of the Code, notwithstanding anything contained in this Article VIII to the contrary. Any educational materials and

teaching techniques developed by CSA and/or used by the Academy are subject to disclosure under the Code and the Freedom of Information Act.

C. **Marks.** The Academy and CSA shall provide written notice to the other party regarding the existence of any trademarks, service marks, mascot, or other identifying symbols (Marks) that they consider to be proprietary in nature. Execution of the Agreement satisfies this notice requirement as to each party's name and the Academy's tree logo. The Academy and CSA agree not to use Marks of the other party without the prior written approval.

## ARTICLE IX

### INDEMNIFICATION

A. **Indemnification of CSA.** To the extent permitted by law, the Academy shall indemnify and hold CSA (which term for purposes of this Paragraph A, includes CSA's officers, directors, agents and employees) harmless against any and all claims, demands, suits, or other forms of liability (including reasonable attorney's fees and costs) that may arise out of, or by reason of, any noncompliance by the Academy Board (its officers, directors and employees) with any agreements, covenants, warranties, or undertakings of the Academy Board (its officers, directors and employees) contained in or made pursuant to this Agreement; and any misrepresentation or breach of the representations and warranties of the Board contained in or made pursuant to this Agreement. In addition, the Academy shall reimburse CSA for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts reasonably acceptable to CSA.

B. **Limitations of Liabilities.** The Academy may assert or not assert all immunities and statutory limitations of liability in connection with any claims arising under this Agreement.

C. **Indemnification of the Academy.** To the extent permitted by law, CSA shall indemnify and hold the Academy (which term for purposes of this Paragraph C, includes the Academy Board and its officers, directors, agents and employees) harmless against any and all claims, demands, suits, or other forms of liability (including reasonable attorney fees and costs) that may arise out of, or by reason of, any noncompliance by CSA with any agreements, covenants, warranties, or undertakings of CSA contained in or made pursuant to this Agreement; and any misrepresentation or breach of the representations and warranties of CSA contained in or made pursuant to this Agreement. In addition, CSA shall reimburse the Academy for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to the Academy.

D. **Indemnification for Negligence.** To the extent permitted by law, the Academy shall indemnify and hold harmless CSA, and CSA's Board of Directors, officers, employees, agents and representatives, from any and all claims and liabilities which CSA may incur and which arise out of the negligence of the Academy Board or its directors, officers, employees, agents or representatives. To the extent permitted by law, CSA shall indemnify and hold harmless the Academy, and the Academy's Board of Directors, officers, employees, agents or representatives, from any and all claims and liabilities which the Academy may incur and which arise out of the negligence of CSA's directors, officers, employees, agents or representatives.

E. **Indemnification of Central Michigan University.** The parties acknowledge and agree that Central Michigan University, its Board of Trustees, and its members, officers, employees, agents or representatives (collectively "University") are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, CSA hereby promises to indemnify, defend and hold harmless the University from and against all demands, claims, actions, losses, judgments, liabilities, damages, fines penalties, demands, forfeitures, or any other liabilities or losses of any kind whatsoever, including costs and expenses (not limited to reasonable attorney fees, expert and other professional fees), of settlement and prosecution imposed upon or incurred by the University, not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board's approval of the Academy's Application, the University Board's consideration of or issuance of a Contract, CSA's preparation for or operation of the Academy, or which are incurred as a result of the reliance by the University upon information supplied by CSA, or which arise out of CSA's failure to comply with the Contract or applicable law. The parties expressly acknowledge and agree that the University may commence legal action against CSA to enforce its rights as set forth in this section of the Agreement.

## ARTICLE X

### INSURANCE

A. **Insurance of the Academy.** The Academy shall purchase its own insurance policy and shall secure and maintain such policies of insurance as required by the Michigan Universities Self Insurance Corporation (M.U.S.I.C.). This coverage shall include the building and related capital facilities if they are the property of the Academy. The Academy shall maintain such insurance in an amount and on such terms as required by the provisions of the Contract, including the indemnification of CSA required by this Agreement. The Academy shall, upon request, present evidence to CSA that it maintains the requisite insurance in compliance with the provisions of this paragraph. CSA shall comply with any information or reporting requirements applicable to the Academy under the Academy's policy with its insurer(s), to the extent practicable.

B. **Insurance of CSA.** CSA shall secure and maintain such policies of insurance as required by the Contract and the Michigan Universities Self-Insurance Corporation ("M.U.S.I.C."). In the event the University or M.U.S.I.C. requests any change in coverage by CSA, CSA agrees to comply with the change in the type and amount as requested within thirty (30) days after notice of the insurance coverage change. CSA's insurance is separate from and in addition to the insurance the Academy Board is required to obtain under the Contract. CSA shall, upon request, present evidence to the Academy and CMU that it maintains the requisite insurance in compliance with the provisions of this paragraph. The Academy shall comply with any information or reporting requirements applicable to CSA under CSA's policy with its insurer(s), to the extent practicable.

C. **Workers' Compensation Insurance.** Each party shall maintain workers' compensation insurance when and as required by law, covering their respective employees.

## ARTICLE XI

### MISCELLANEOUS

A. **Sole Agreement.** This Agreement supersedes and replaces any and all prior agreements and understandings between the Academy and CSA on the subject matter hereof.

B. **Force Majeure.** Neither party shall be liable if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident, or any other casualty, or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

C. **Notices.** All notices, demands, requests and consents under this Agreement shall be in writing, shall be delivered to each party, and shall be effective when received by the parties or mailed to the parties at their respective addresses set forth below, or at such other address as may be furnished by a party to the other party:

If to CSA:

Choice Schools Associates  
255 Coltrain St. SW  
Wyoming, MI 49548

Attn: Sidney Faucette

If to the Academy:

New Branches Charter Academy  
3662 poinsettia Ave SE  
Grand Rapids, MI 49508

Attn: Board President

A courtesy copy of the notice should also be provided the legal counsel of the party to be served, if known.

D. **Severability.** The invalidity of any of the covenants, phrases or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement.

E. **Successors and Assigns.** This Agreement shall be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

F. **Entire Agreement.** This Agreement is the entire agreement between the parties relating to the services provided, and the compensation for such services, by the parties. Any modification to this Agreement must be made in writing, approved by the Board and CSA, and signed by a duly authorized officer. In addition, any modification of this Agreement must follow CMU's ESP policies before it can be executed.

G. **Non-Waiver.** No failure of a party in exercising any right, power or privilege under this Agreement shall affect such right, power or privilege, nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power or privilege. The rights and remedies of the parties under this Agreement are cumulative and not exclusive of any rights or remedies which any of them may otherwise have.

H. **Assignment.** CSA may not assign this Agreement without the prior written approval of the Board and compliance with applicable CMU policies.

I. **Governing Law.** This Agreement shall be governed by and enforced in accordance with the laws of the state of Michigan.

J. **Delegation of Authority.** Nothing in this Agreement shall be construed as delegating to CSA any of the powers or authority of the Board that are not subject to delegation by the Board under Michigan law or the Contract.

K. **Compliance with Law.** The parties agree to comply with all applicable laws and regulations.

L. **Warranties and Representations.** The Academy and CSA each represent (1) that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement, (2) that its actions have been duly and validly authorized, and (3) that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

M. **Dispute Resolution Procedure.** Any and all disputes between the parties concerning any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement that are unable to be resolved through discussion and negotiation shall be resolved by arbitration, and such an arbitration procedure shall be the sole and exclusive remedy for such matters. The arbitrator shall be selected from a panel provided by and in accordance with the rules of the American Arbitration Association. The arbitration shall be conducted in accordance with the rules of the American Arbitration Association, with such variations as the parties and the arbitrator unanimously accept. Any arbitration hearing shall be conducted in Grand Rapids, Michigan. The arbitrator shall be required to issue a cause opinion with a written explanation as to the final decision. CMU shall be notified of the arbitrator's decision and a copy of the arbitrator's opinion shall be made available to CMU upon request. A judgment on the award rendered by the arbitrators may be entered in any court having appropriate jurisdiction. The cost of arbitration, not including attorney fees, shall be paid by the losing party. It shall be in the discretion of the arbitration panel to award reasonable attorney fees to the prevailing party, to be paid if awarded by the losing party.

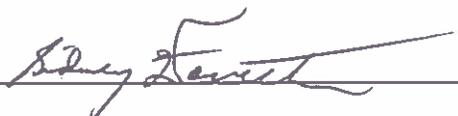
N. **Modification to Conform to Changed CMU Policies.** The parties intend that this Agreement shall comply with CMU's Educational Service Provider Policies, as the same may be changed from time to time. In the event that changes in CMU's Educational Service Provider Policies implemented after the date of execution of this Agreement cause any provision of this Agreement to be in conflict the revised Policies, the parties agree to amend this Agreement to eliminate the conflict within thirty (30) calendar days after being advised by CMU of the changes to its policies.

O. **CMU Review.** This Agreement is subject to review and non-disapproval by CMU and shall not become effective until the Academy Board is notified in writing that CMU does not disapprove of this Agreement.

The parties have executed this Agreement as of the day and year first above written.

CHOICE SCHOOLS ASSOCIATES, L.L.C.

NEW BRANCHES CHARTER ACADEMY

By 

By   
President, Board of Directors

DATED:  
By May 11, 2015

DATED  
By 5/11/2015