
A

**CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY
AND RELATED DOCUMENTS**

ISSUED BY

**THE GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES
(AUTHORIZING BODY)**

ISSUED TO

**LIGHT OF THE WORLD ACADEMY
(A PUBLIC SCHOOL ACADEMY)**

**CONFIRMING THE STATUS OF
LIGHT OF THE WORLD ACADEMY**

AS A

PUBLIC SCHOOL ACADEMY

**DATED:
JULY 1, 2025**

GENERAL INDEX

Contract Schedules

- Schedule 1: University Board Resolutions
 - Method of Selection Resolution, dated February 28, 2025
 - Authorization Resolution, dated February 28, 2025
- Schedule 2: Articles of Incorporation
- Schedule 3: Bylaws
- Schedule 4: Fiscal Agent Agreement
- Schedule 5: Master Calendar of Reporting Requirements (MCRR)
- Schedule 6: Information To Be Provided By Academy and Educational Management Company
- Schedule 7: Academy Specific Information & Educational Program
 - Schedule 7-1: Educational Goals and Programs
 - Schedule 7-2: Curriculum
 - Schedule 7-3: Staff Responsibilities
 - Schedule 7-4: Methods of Accountability and Pupil Assessment
 - Schedule 7-5: Academy's Admission Policies and Criteria
 - Schedule 7-6: School Calendar and School Day Schedule
 - Schedule 7-7: Age/Grade Range of Pupils Enrolled
 - Schedule 7-8: Address and Description of Proposed Physical Plant; Lease or Deed for Proposed Site; and Occupancy Certificate

TABLE OF CONTENTS

ARTICLE I

DEFINITIONS

Section

Section 1.1	Certain Definitions.....	1
Section 1.2	Captions	4
Section 1.3	Gender and Number	4
Section 1.4	Schedules	4
Section 1.5	Statutory Definitions	4
Section 1.6	Application.....	4
Section 1.7	Conflicting Contract Provisions.....	4

ARTICLE II

ROLE OF GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES AS AUTHORIZING BODY

Section 2.1	Independent Status of the University	5
Section 2.2	Independent Status of the Academy	5
Section 2.3	University Board Resolutions	5
Section 2.4	Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes.....	5
Section 2.5	University Board Administrative Fee	6
Section 2.6	University Board as Fiscal Agent for the Academy	7
Section 2.7	Authorization of Employment	7
Section 2.8	Financial Obligations of the Academy Are Separate From the State of Michigan, University Board and the University	7
Section 2.9	Academy Has No Power to Obligate or Bind State of Michigan, University Board or the University	8
Section 2.10	Authorizing Body Contract Authorization Process	8
Section 2.11	University Board Approval of Condemnation.....	8
Section 2.12	Charter Schools Office Director Review of Certain Financing Transactions	8

ARTICLE III

REQUIREMENT THAT ACADEMY ACT SOLELY AS GOVERNMENTAL AGENCY OR ENTITY AND POLITICAL SUBDIVISION

Section 3.1	Governmental Agency or Entity and Political Subdivision.....	9
-------------	--------------------------------------------------------------	---

Section 3.2	Other Permitted Activities	9
Section 3.3	Academy Board Members Serve in Their Individual Capacity	9

ARTICLE IV

PURPOSE

Section 4.1	Academy's Purpose	10
-------------	-------------------------	----

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1	Nonprofit Corporation	10
Section 5.2	Articles of Incorporation	10
Section 5.3	Bylaws	10
Section 5.4	Quorum	10

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1	Governance Structure	11
Section 6.2	Contributions and Fund Raising	11
Section 6.3	Educational Goals and Programs	11
Section 6.4	Curriculum	11
Section 6.5	Methods of Accountability and Pupil Assessment	11
Section 6.6	Staff Responsibilities	12
Section 6.7	Admission Policy	12
Section 6.8	School Calendar/School Day Schedule	12
Section 6.9	Age/Grade Range of Pupils Enrolled	12
Section 6.10	Annual Financial Audit	12
Section 6.11	Address and Description of Proposed Site(s); Process for Expanding Academy's Site Operations	13
Section 6.12	Accounting Standards	13
Section 6.13	Placement of University Student Interns	14
Section 6.14	Disqualified Organizational or Contractual Affiliations	14
Section 6.15	Matriculation Agreements	14
Section 6.16	Posting of Accreditation Status	14
Section 6.17	New Public School Academies Located within Boundaries of a Community District	14
Section 6.18	Collective Bargaining Agreements	15

ARTICLE VII

TUITION PROHIBITED

Section 7.1	Tuition Prohibited: Fees and Expenses	15
-------------	---------------------------------------------	----

ARTICLE VIII

COMPLIANCE WITH PART 6A OF CODE AND OTHER LAWS

Section 8.1	Compliance with Part 6a of Code	15
Section 8.2	Compliance with State School Aid Act	15
Section 8.3	Open Meetings Act	15
Section 8.4	Freedom of Information Act	15
Section 8.5	Public Employees Relations Act.....	15
Section 8.6	Uniform Budgeting and Accounting Act.....	15
Section 8.7	Revised Municipal Finance Act of 2001	16
Section 8.8	Non-discrimination	16
Section 8.9	Other State Laws	16
Section 8.10	Federal Laws	16

ARTICLE IX

AMENDMENT

Section 9.1	Amendments	16
Section 9.2	Process for Amending the Contract	16
Section 9.3	Process for Amending Academy Articles of Incorporation.....	17
Section 9.4	Process for Amending Academy Bylaws	17
Section 9.5	Final Approval of Amendments.....	17
Section 9.6	Change in Existing Law	17
Section 9.7	Emergency Action on Behalf of University Board.....	18

ARTICLE X

TERMINATION, SUSPENSION AND REVOCATION

Section 10.1	Grounds and Procedures for Academy Termination of Contract	18
Section 10.2	Termination by University Board	18
Section 10.3	Contract Suspension.....	19
Section 10.4	Statutory Grounds for Revocation	20
Section 10.5	Other Grounds for University Board Revocation	20
Section 10.6	University Board Procedures for Revoking Contract	21
Section 10.7	Automatic Amendment of Contract; Automatic Termination of	

	Contract if All Academy Sites Closed; Economic Hardship Termination	24
Section 10.8	Venue; Jurisdiction	25
Section 10.9	Conservator; Appointment by University President	25

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1	Grand Valley State University Faculty Employment in the Academy	26
Section 11.2	The Academy Faculty Appointment to Grand Valley State University Faculty	26
Section 11.3	Student Conduct and Discipline	26
Section 11.4	Insurance	26
Section 11.5	The Academy Budget; Transmittal of Budgetary Assumptions; Budget Deficit; Enhanced Deficit Elimination Plan	28
Section 11.6	Transportation	29
Section 11.7	Extracurricular Activities and Interscholastic Sports	29
Section 11.8	Legal Liabilities and Covenants Not to Sue	29
Section 11.9	Lease or Deed for Proposed Single Site(s)	30
Section 11.10	Occupancy and Safety Certificates	30
Section 11.11	Criminal Background and History Checks; Disclosure of Unprofessional Conduct;	30
Section 11.12	Special Education	30
Section 11.13	Deposit of Public Funds by the Academy	31
Section 11.14	Nonessential Elective Courses	31
Section 11.15	Educational Service Provider Agreements	31
Section 11.16	Required Provisions for Educational Service Provider Agreements	31
Section 11.17	Additional Requirements for ESP Agreements	33
Section 11.18	Incompatible Public Offices and Conflicts of Interest Statutes	33
Section 11.19	Certain Familial Relationships Prohibited	33
Section 11.20	Academy Board Legal Counsel	34
Section 11.21	Dual Employment Positions Prohibited	34
Section 11.22	Oath of Public Office	34
Section 11.23	Information Available to the Public and University	34
Section 11.24	Administrator and Teacher Evaluation Systems	34
Section 11.25	Authorizing Body Invitation to Apply to Convert Academy to School of Excellence	34
Section 11.26	Student Privacy	35
Section 11.27	Disclosure of Information to Parents and Legal Guardians	35
Section 11.28	List of Uses for Student Directory Information; Opt-Out Form; Notice to Student's Parent or Legal Guardian	36
Section 11.29	Confidential Address Restrictions	36
Section 11.30	Partnership Agreement	37
Section 11.31	Statewide Safety Information Policy	37

Section 11.32	Criminal Incident Reporting Obligation.	38
Section 11.33	Academy Emergency Operations Plan	38
Section 11.34	School Safety Liaison.	38
Section 11.35	New Building Construction or Renovations	38
Section 11.36	Annual Expulsion Report and Website Report on Criminal Incidents	38
Section 11.37	K to 3 Reading	38

ARTICLE XII

GENERAL TERMS

Section 12.1	Notices	39
Section 12.2	Severability	39
Section 12.3	Successors and Assigns.....	39
Section 12.4	Entire Contract	39
Section 12.5	Assignment	39
Section 12.6	Non-Waiver.....	39
Section 12.7	Indemnification	40
Section 12.8	Construction.....	40
Section 12.9	Force Majeure	40
Section 12.10	No Third Party Rights	40
Section 12.11	Non-agency	40
Section 12.12	Governing Law	40
Section 12.13	Counterparts.....	41
Section 12.14	Term of Contract.....	41
Section 12.15	Survival of Provisions.....	41
Section 12.16	Termination of Responsibilities.....	41
Section 12.17	Disposition of Academy Assets Upon Termination or Revocation of Contract.....	41
Section 12.18	University Board or CSO General Policies on Public School Academies Shall Apply	41

[INTENTIONALLY LEFT BLANK]

Contract to Charter a Public School Academy

Pursuant to Part 6a of the Revised School Code (“Code”), being Sections 380.501 to 380.507 of the Michigan Compiled Laws, the Grand Valley State University Board of Trustees (“University Board”) issues a contract to Light of the World Academy (the “Academy”), to be effective July 1, 2025, confirming the Academy’s status as a public school academy in this State. 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 capitalized, shall have the meaning set forth in this section:

- a) **Academy** means the Michigan non-profit corporation authorized by this Contract.
- b) **Academy Board** means the Board of Directors of the Academy authorized by this Contract. **Academy Board member** or **Academy Director** means an individual who is a member of the Academy Board, whether in the past, present or future.
- c) **Applicable Law** means all state and federal law applicable to public school academies- including all rules, regulations, and orders promulgated thereunder.
- d) **Applicant** means the person or entity that submitted the public school academy application to the University for the establishment of the Academy.
- e) **Application** means the public school academy application and supporting documentation submitted to the University for the establishment of the Academy.
- f) **Authorization Resolution** means the resolution adopted by the Grand Valley State University Board of Trustees approving the issuance of a Contract.
- g) **Charter School** means public school academy.
- h) **Code** means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1853 of the Michigan Compiled Laws.
- i) **Community District** means a community school district created under part 5B of the Code, MCL 380.381 et seq.

- j) **Conservator** means an individual appointed by the University President in accordance with Section 10.9 of these Terms and Conditions.
- k) **Contract** means, in addition to the definitions set forth in the Code, the Terms and Conditions and the Schedules.
- l) **Educational Service Provider or “ESP”** means an educational management organization as defined under section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the University Charter Schools Office Director for review as provided in Section 11.15 and has not been disapproved by the University Charter Schools Office Director, and is consistent with the Charter Schools Office Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.
- m) **Educational Service Provider Policies or ESP Policies** means those policies adopted by the Charter Schools Office Director that apply to a Management Agreement. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the ESP Policies. Upon amendment, changes to the ESP Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- n) **Fund Balance Deficit** means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing from, or monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.
- o) **Management Agreement or ESP Agreement** means an agreement as defined under section 503c of the Code, MCL 380.503c that has been entered into between an ESP and the Academy Board for operation and/or management of the Academy, which has been submitted to the University Charter Schools Office Director for review as provided in Section 11.15 and has not been disapproved by the University Charter Schools Office Director, and is consistent with the CSO Educational Service Provider Policies as they may be amended from time to time, and Applicable Law.

- p) **Master Calendar of Reporting Requirements (MCRR)** means the compliance certification duties required of the Academy by the University Board. The University Charter Schools Office may amend the MCRR each fiscal year or at other times as deemed appropriate by the University President. These changes shall be automatically incorporated into the Contract and shall be exempt from the Contract amendment procedures under Article IX of these Terms and Conditions.
- q) **Method of Selection Resolution** means the resolution adopted by the University Board providing for the method of selection, length of term, number of members, qualification of Board Academy members and other pertinent provisions relating to the Academy Board.
- r) **Resolution** means any resolution adopted by the Grand Valley State University Board of Trustees.
- s) **Schedules** mean the schedules incorporated into and part of the Terms and Conditions.
- t) **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.
- u) **State School Reform/Redesign Office** means the office created within the Michigan Department of Technology Management and Budget by Executive Reorganization Order 2015-02, codified at MCL 18.554, and transferred from the Michigan Department of Technology Management and Budget to the Michigan Department of Education by Executive Reorganization Order 2017-05 and codified at MCL 388.1282.
- v) **Superintendent** means the Michigan Superintendent of Public Instruction.
- w) **Terms and Conditions** means this document entitled Terms and Conditions of Contract issued by the Grand Valley State University Board of Trustees.
- x) **University** means Grand Valley State University established pursuant to Article VIII, Sections 4 and 6 of the 1963 Michigan Constitution and MCL 390.841 *et seq.*
- y) **University Board** means the Grand Valley State University Board of Trustees.
- z) **University Charter Schools Hearing Panel** or **Hearing Panel** means such person(s) as designated by the University President.
- aa) **University Charter Schools Office** or **CSO** means the office the University Board, by issuance of this Contract, hereby designates as the point of contact

for public school academy applicants and public school academies authorized by the University Board. The University Charter Schools Office is also responsible for managing, implementing, and overseeing the University Board's responsibilities with respect to the Contract.

bb) **University Charter Schools Office Director** or **CSO Director** means the person designated by the University President to administer the operations of the University Charter Schools Office.

cc) **University President** means the President of Grand Valley State University or his or her designee.

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. Schedules. All Schedules to this Contract are part of this Contract.

Section 1.5. Statutory Definitions. Statutory terms defined in the Code shall have the same meaning in 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. In the event that there is an inconsistency or dispute between materials in the Application and the Contract, the language or provisions in the Contract shall control.

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

ARTICLE II

ROLE OF GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES AS AUTHORIZING BODY

Section 2.1. Independent Status of the University. The University Board is an authorizing body as defined by the Code. In approving this Contract, the University voluntarily exercises additional powers given to the University under the Code. Nothing in this Contract shall be deemed to be any waiver of the University's powers or independent status and the Academy shall not be deemed to be part of the University Board. The University Board has provided the Department the accreditation notice required under Section 502.

Section 2.2. Independent Status of the Academy. The Academy is a body corporate and governmental entity authorized by the Code. The Academy is organized and shall operate as a public school academy and a nonprofit corporation. The Academy is not a division or part of the 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, if applicable.

Section 2.3. University Board Resolutions. For purposes of this Contract, the University Board has adopted the following resolutions:

- a) Method of Selection Resolution. The University Board has adopted the Method of Selection Resolution, which is incorporated into this Contract as part of Schedule 1. At anytime and at its sole discretion, the University Board may amend the Method of Selection Resolution. Upon University Board approval, changes to the Method of Selection Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of the Terms and Conditions.
- b) Authorizing Resolutions. The University Board has adopted the Authorizing Resolution, which is incorporated into this Contract as part of Schedule 1.

Section 2.4. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The University Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The Academy shall perform the compliance certification duties required by the University Board as outlined in the Contract incorporated into this Contract as Schedule 5. Additionally, the Academy shall be responsible for the following:

- a) In the event that the University President determines that the Academy's educational outcomes should be reviewed to help determine if the Academy is meeting the educational goals set forth in the Schedules, the University President, at his or her discretion, may require an objective evaluation of student performances by an educational consultant, acceptable to both the Academy and the University

President. The Academy shall pay for the expense of the evaluation. In addition, at any time, the University President may require an evaluation of student performance to be selected by and at the expense of the University. The Academy shall cooperate with the evaluation, including any student testing required.

- b) Within ten (10) days of receipt, the Academy shall notify the University Charter Schools Office of correspondence received from the Department of Education or State Board of Education that requires a written or formal response.
- c) Within ten (10) days of receipt, the Academy shall report to the University Charter Schools Office and the University Counsel Office any litigation or formal proceedings alleging violation of Applicable Law or contractual agreement against the Academy, its officers, employees, agents, and/or contractors.
- d) The Academy shall permit review of the Academy's records and inspection of its premises at any time by representatives of the University. Normally, such inspections shall occur during the Academy's hours of operation and after advance notice to the Academy.
- e) The Academy shall provide the Charter Schools Office with copies of reports and assessments concerning the educational outcomes achieved by pupils attending the Academy and shall provide necessary approvals for the Charter Schools Office to access electronic information received or stored by the State of Michigan including, but not limited to, the Department of Education or other agency authorized by the State to collect school data.
- f) The Academy shall submit audited financial statements, including auditor's management letters and any exceptions noted by the auditors, to the University Charter Schools Office. The financial statements and auditor's management letters shall be submitted to the University Charter Schools Office within ninety (90) days after the end of the Academy's fiscal year.
- g) The Academy shall provide the University Charter Schools Office with a copy of the approved annual budget for the upcoming fiscal year of the Academy no later than July 1st. The Academy Board is responsible for establishing, approving and amending the annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 *et seq.*, and for providing all amendments and revisions to the University Charter Schools Office following Academy Board approval.
- h) The Academy shall provide to the University Charter Schools Office minutes of all Academy Board meetings no later than fourteen (14) days after such meeting.

Section 2.5. University Board Administrative Fee. During the term of this Contract, the Academy shall pay the University Board an administrative fee of 3% of the state school aid

payments received by the Academy. For purposes of this Contract, state school aid payments received by the Academy in July and August in any given year shall be deemed to have been received by the Academy during the Contract term. This fee shall be retained by the University Board from each state school aid payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for issuing the Contract and overseeing the Academy's compliance with the Contract and all Applicable Law. This fee may also be used to fund college readiness work and scholarships for academies that are in compliance with this Contract.

Section 2.6. University Board as Fiscal Agent for the Academy. The University Board is the fiscal agent for the Academy. The University Board shall, within three (3) business days, 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 University Board shall retain any amount owed to the University Board by the Academy pursuant to this Contract. For purposes of this section, 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 4.

Section 2.7. Authorization of Employment. The Academy may employ or contract with personnel. If the Academy contracts for personnel with an Educational Service Provider, the Academy shall submit a draft of the proposed agreement to the University Charter Schools Office for review. The University Charter Schools Office may disapprove the proposed agreement if it contains provisions in violation of this Contract or Applicable Law. No ESP agreement shall be effective unless and until the agreement complies with Section 11.16 of these Terms and Conditions. With respect to Academy employees, the Academy shall have the power and responsibility to (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. 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. The Academy Board shall prohibit any individual from being employed by the Academy, an ESP, 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. The Academy shall be responsible for carrying worker's compensation insurance and unemployment insurance for its employees.

Section 2.8. 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 assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.9. Academy Has No Power to Obligate or Bind State of Michigan, 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, 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, University Board or the University in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

Section 2.10. Authorizing Body Contract Authorization Process. Pursuant to the Code, the University Board is not required to issue a contract to the Academy. This Contract is for a fixed term and will terminate at that end of the Contract term set forth in Section 12.14 without any further action of either the Academy or the University Board. Prior to the end of the Contract term, the University Board shall provide a description of the process and standards by which the Academy may be considered for the issuance of a new contract. The timeline for consideration of whether to issue a new contract to the Academy shall be solely determined by the University Board. The standards for 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. The University Board, at its sole discretion, may change its process and standards for issuance of a contract at any time, and any such changes shall take effect automatically without the need for any amendment to this Contract. Consistent with the Code, the University Board may elect, at its sole discretion, not to consider the issuance of a contract, consider reauthorization of the Academy and elect not to issue a contract, or consider reauthorization of the Academy and issue a contract for a fixed term.

Section 2.11. 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 Charter Schools Office Director describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. The Charter Schools Office Director will generate a recommendation for consideration by the University Board with regard to the proposed acquisition. The request and the Charter Schools Office Director's recommendation will be submitted by the Charter Schools Office Director for the University Board's consideration in accordance with the University Board's generally applicable timelines and policies for the agendas of regularly-scheduled University Board committee meetings and formal sessions of the University Board. No acquisition may be made until the approval of the University Board is obtained by resolution adopted at a formal session of the University Board.

Section 2.12. Charter Schools Office Director Review of Certain Financing Transactions. If the Academy proposes to (i) finance the acquisition, by lease, purchase, or other means, of facilities or equipment, or renovation of facilities, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., or (ii) direct that a portion of its State School Aid Payments be

forwarded by the Fiscal Agent University Board to a third party account for the payment of Academy debts and liabilities, the Academy shall submit the transaction for prior review by the Charter Schools Office Director as designee of the University Board, in the manner provided herein. The Academy shall, not later than thirty (30) days prior to the proposed closing date of the transaction, submit a written request to the Charter Schools Office Director describing the proposed transaction and the facilities or equipment to be acquired with the proceeds thereof (if any), and in the case of a transaction described in subparagraph (ii) of this Section, (a) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; (b) a copy of a State School Aid Payment Agreement and Direction document that is in a form acceptable to the University Charter Schools Office; and (c) copies of such other documentation regarding the transaction which is the subject of the proposed direct intercept as the University Charter Schools Office may request. Unless the Charter Schools Office Director extends the review period, within thirty (30) days of receiving a written request in compliance with this Section, the Charter Schools Office Director shall notify the Academy if the proposed transaction is disapproved. The Charter Schools Office Director may disapprove the proposed transaction if the proposed transaction violates this Contract or applicable law. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into that is disapproved by the Charter Schools Office Director. By not disapproving a proposed transaction, the Charter Schools Office Director is in no way giving approval of the proposed transaction, or any of the terms or conditions thereof.

ARTICLE III

REQUIREMENT THAT ACADEMY ACT SOLELY AS GOVERNMENTAL AGENCY OR ENTITY AND POLITICAL SUBDIVISION

Section 3.1. Governmental Agency or Entity and Political Subdivision. The Academy shall act exclusively as a governmental agency or entity and political subdivision.

Section 3.2. Other Permitted Activities. 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. Subject to Section 2.7 and Section 6.15 of the Terms and Conditions, the Academy may enter into agreements with other public schools, public school academies, governmental units, businesses, community and nonprofit organizations where such agreements contribute to the effectiveness of the Academy or advance education in this state.

Section 3.3. 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 Resolution or Schedule 2: Bylaws. As set forth in the Resolution, a Director serves at the pleasure of the University Board, and may be removed with or without cause by the University Board at any time.

ARTICLE IV

PURPOSE

Section 4.1. Academy's Purpose. The Academy Board shall identify the purpose or mission of the Academy. Any subsequent changes to the Academy's purpose or mission shall be carried out by amendment in accordance with Article IX of these Terms and Conditions. The Academy's stated purpose or mission shall be set forth in the Schedules.

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1. Nonprofit Corporation. The Academy shall be organized and operated 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. Unless amended pursuant to Section 9.3 of Article IX herein, the Articles of Incorporation of the Academy, as set forth in Schedule 2, shall be the Articles of Incorporation of the Academy. The Academy Board represents to the University Board that Schedule 2 includes all amendments to the Academy's Articles of Incorporation as of the date set forth above.

Section 5.3. Bylaws. Unless amended pursuant to Section 9.4 of Article IX herein, the Bylaws of the Academy, as set forth in Schedule 3, shall be the Bylaws of the Academy. The Academy Board represents to the University Board that Schedule 3 includes all amendments to the Academy's Bylaws as of the date set forth above.

Section 5.4. Quorum. Notwithstanding any document in the Contract that is inconsistent with this Section, including the Academy's Articles of Incorporation and Bylaws, a quorum of the Academy Board that is necessary to transact business and to take action shall be a majority of the Academy Board members as set by the Authorizing Resolution.

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 its Bylaws. The Academy's Board of Directors shall meet at least six times per fiscal year, unless another schedule is mutually agreed upon by the University President or Designee and the Academy.

Section 6.2. 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 the University. The University shall not be required to receive any contributions or donations for the benefit of the Academy. If the University receives contributions or donations for the benefit of the Academy, it shall forward such funds to the Academy within three (3) business days of receipt.

Section 6.3. Educational Goals and Programs. The Academy shall pursue the educational goals and programs identified and contained in the Schedules. The educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils. Such goals and programs may be amended pursuant to Section 9.2 of Article IX of the Terms and Conditions. Upon request, the Academy shall provide the University Charter Schools Office with a written report, along with supporting data, assessing the Academy's progress toward achieving its goal(s).

Section 6.4. Curriculum. The Academy shall have flexibility in developing, realigning, and implementing the curriculum identified in the Schedules. Any changes to the curricula shall be administered pursuant to Section 9.2 of Article IX of the Terms and Conditions, and such proposed curricula shall be designed to achieve the Academy's overall educational goals and State's educational assessment objectives.

Section 6.5. Methods of Accountability and Pupil Assessment. In addition to those set forth in this Section 6.5, the Academy shall evaluate its pupils' work based on the assessment strategies identified in the Schedules. The Academy shall also assess pupil performance using all applicable testing that the Code or the Contract requires. The Academy shall provide the University Charter Schools Office with copies of reports, assessments, and test results concerning the following:

- a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the University Charter Schools Office;
- b) an assessment of the Academy's student performance at the end of each academic school year or at such other times as the University Board may reasonably request;

- c) an annual education report in accordance with the Code;
- d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration or a program of testing approved by the University Charter Schools Office Director; and
- e) all tests required under Applicable Law.

The University Board may use such reports, assessments and test results in making its decision to suspend, terminate, or not issue a new contract at the end of the Contract, or revoke the Contract.

Section 6.6. Staff Responsibilities. Subject to Section 2.7 Article II of the Terms and Conditions, the University Board authorizes the Academy to employ or contract with an Educational Service Provider. A copy of the ESP agreement shall be included in the Schedules.

Section 6.7. Admission Policy. The Academy shall comply with all application, enrollment, and admissions policies and criteria required by Applicable Law. A copy of the Academy's admission policies and criteria are set forth in the Schedules. With respect to the Academy's pupil admissions process, the Academy shall provide any documentation or information requested by the University Charter Schools Office that demonstrates the following:

- a) the Academy has made a reasonable effort to advertise its enrollment efforts to all pupils; and
- b) the Academy's open enrollment period was for a duration of at least 2 weeks and permitted the enrollment of pupils by parents at times in the evening and on weekends.

Section 6.8. School Calendar/School Day Schedule. The Academy shall comply with all minimum standards governing the length of the school term, minimum number of days and hours of instruction required by Applicable Law. The Academy agrees to make available to the CSO Office a copy of the School Calendar/School Day Schedule for each academic school year no later than July 1st. A copy of the School Calendar/School Day Schedule shall be automatically incorporated into the Schedules, without the need for an amendment under Article IX of the Terms and Conditions.

Section 6.9. Age/Grade Range of Pupils Enrolled. The Academy is authorized to operate Kindergarten through Eighth grade(s). The Academy may add additional grades and vocational programs in the future, pursuant to Section 9.2 of Article IX of the Terms and Conditions.

Section 6.10. Annual Financial Audit. The Academy shall conduct an annual financial audit prepared and reviewed by an independent certified public accountant in accordance with generally accepted governmental auditing principles. The Academy shall submit the annual

financial statement audit and auditor's management letter to the Charter Schools Office in accordance with the MCRR. The Academy Board shall provide to the Charter Schools Office a copy of any responses to the auditor's management letter in accordance with the MCRR.

Section 6.11. Address and Description of Proposed Site(s); Process for Expanding Academy's Site Operations. The proposed address and physical plant description of the Academy's proposed site or sites is set forth in Schedule 7-8. Following Academy Board and University Board approval, proposed changes to the address and description of any site or sites shall be incorporated into this Contract by amendment. 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 7-8 are under the direction and control of the Academy Board.

The University Board's process for evaluating and approving the same configuration of age or grade levels at more than one (1) site is as follows:

By formal resolution, the Academy Board may request the authority to operate the same configuration of age or grade levels at more than one site. The Academy Board shall submit to the University Charter Schools Office an application for site expansion, in a form or manner determined by the University Charter Schools Office. The application for site expansion shall include all information requested by the University Charter Schools Office, including detailed information about the site, revised budget, renovation and site improvement costs, the Academy's proposed operations at the site, and the information provided in Contract Schedules 7-8. Upon receipt of a complete application for site expansion, the University Charter Schools Office shall review the application for site expansion and make a recommendation to the University Board on whether the Academy's request for site expansion should be approved. A positive recommendation by the University Charter Schools Office of the application for site expansion shall include a determination by the Charter Schools Office that the Academy is operating in compliance with the Contract and is making measurable progress toward meeting the Academy's educational goals. The University Board may consider the Academy Board's site expansion request following submission by the University Charter Schools Office of a positive recommendation.

If the University Board approves the Academy Board's site expansion request, the Contract shall be amended in accordance with Article IX of these Terms and Conditions. The University Board reserves the right to modify, reject, or approve any application for site expansion in its sole and absolute discretion.

Section 6.12. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles, and accounting system requirements that comply with Applicable Law.

Section 6.13. Placement of University Student Interns. The Academy may be a placement site for University students who are in education or other pre-professionals in training to serve in

public schools. Such placement shall be without charge to the University and subject to other terms and conditions as the Academy and the University agree.

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 Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft and final copy of the agreement to the University Charter Schools Office for review and retention.

Section 6.16. Posting of Accreditation Status. The Academy shall post notice to the Academy's homepage of its website disclosing the accreditation status of each school in accordance with section 1280e of the Code, MCL 380.1280e.

Section 6.17. New Public School Academies Located within the Boundaries of a Community District. If the Academy is a new public school academy and either of the circumstances listed below in (a) or (b) apply to the Academy's proposed site(s), the Academy represents to the University Board, intending that the University Board rely on such representation as a precondition to issuing this Contract, that the Academy has a substantially different governance, leadership, and curriculum than the public school previously operating at that site(s):

- a) The Academy's proposed site is the same location as a public school that (i) is currently on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable; or (ii) has been on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable, during the immediately preceding 3 school years.
- b) The Academy's proposed site is the same location of another public school academy, urban high school academy, school of excellence or strict discipline academy whose contract was revoked or terminated by an authorizing body under the applicable part of section of the Code.

Section 6.18. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

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 PART 6A OF THE CODE AND OTHER LAWS

Section 8.1. Compliance with Part 6a of the Code. The Academy shall comply with Part 6a of the Code.

Section 8.2. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, the Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended from time to time. The Academy may expend funds from the State School Aid Act 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 8.3. Open Meetings Act. Pursuant to Section 503(6)(a) of the Code, the Academy Board shall conduct all of its meetings in accordance with the Michigan Open Meetings Act, Act No. 267 of the Public Acts of 1976, as amended, being Sections 15.261 to 15.275 of the Michigan Compiled Laws.

Section 8.4. Freedom of Information Act. Pursuant to Section 503(6)(b) of the Code, the records of the Academy shall be records subject to the provisions of the Michigan Freedom of Information Act ("FOIA"), Act No. 442 of the Public Acts of 1976, as amended, being Sections 15.231 to 15.246 of the Michigan Compiled Laws. The Academy Board shall designate a freedom of information coordinator to assure compliance with FOIA and other applicable law providing for public disclosure or for protection of privacy.

Section 8.5. Public Employees Relation Act. Pursuant to Section 503(6)(c) of the Code, the Academy shall comply with Act No. 336 of the Public Acts of 1947, being Sections 423.201 to 423.217 of the Michigan Compiled Laws. Organizational efforts and collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 8.6. Uniform Budgeting and Accounting Act. The Academy shall comply with the Uniform Budgeting and Accounting Act, Act No. 2 of the Public Acts of 1968, being MCL 141.421 to 141.440a.

Section 8.7. Revised Municipal Finance Act of 2001. With respect to the Academy's borrowing money and issuance of bonds, the Academy shall comply with section 1351a of the Code and Part VI of the Revised Municipal Finance Act of 2001, Act No. 34 of the Public Acts of 2001, being MCL 141.2601 to 141.2613 of the Michigan Compiled Laws, except that the borrowing of money and issuance of bonds by the Academy is not subject to section 1351a(4) or section 1351(2) to (4) of the Code. Bonds issued by the Academy are subject to the revised municipal finance act, 2001 PA 34, MCL 141.2101 to 141.2821.

Section 8.8. Non-discrimination. The Academy shall be separately responsible for compliance with applicable laws pertaining to equal opportunity and anti-discrimination laws such as the Elliott-Larsen Civil Rights Act, Act No. 453 of the Public Acts of 1976, as amended, being MCL 37.2101 to 37.2804, the Michigan Handicappers' Civil Rights Act, Act No. 22 of the Public Acts of 1976, as amended, being MCL 37.1101 to 37.1607, and Subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC & 12101 *et seq.* or any successor law.

Section 8.9. Other State Laws. The Academy shall comply with other state laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other state law to the Academy.

Section 8.10. Federal Laws. The Academy shall comply with federal laws which are applicable to public school academies. 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 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 Amending the Contract. Either party may propose changes in this Contract or may propose a meeting to discuss potential revision of this Contract. Except as provided in Sections 2.3, 5.2 and 6.11, the University Board delegates to its University President the review and approval of changes or amendments to this Contract. The Academy Board may delegate the same authority to the Academy Board President. The Contract shall be amended upon agreement and approval of the respective authorized designees.

Section 9.3. Process for Amending Academy Articles of Incorporation. The Academy Board, or any authorized designee of the Academy Board, may propose changes to the Academy's Articles of Incorporation. The Academy shall be authorized to make such changes to its Articles

upon approval by the University President or Designee after review and recommendation by the University's Legal Counsel. Upon University approval, the Academy Board's authorized designee is authorized to file the amendment to the Academy's Articles of Incorporation with the appropriate state agency. Upon receipt of the filed amendment, the Academy shall forward the filed amendment to the University Charter Schools Office. The filed amendment shall be automatically incorporated into Schedule 2 of this Contract upon receipt of the amendment by the University Charter Schools Office. If the University identifies a provision in the Articles of Incorporation that violates or conflicts with this Contract, due to a change in law or other reason, after approval has been given, it shall notify the Academy Board in writing and the Academy Board shall amend the Articles of Incorporation to make them consistent with the Contract. If the change is requested by the University, the University shall reimburse the Academy for the filing fees payable to the Michigan Department of Licensing and Regulatory Affairs, Corporate Division.

Section 9.4. Process for Amending Academy Bylaws. The Academy Board shall submit proposed Bylaw changes to the Charter Schools Office, for review and comment, at least thirty (30) days prior to Academy Board adoption. The Academy's Bylaws, and any subsequent or proposed changes to the Academy's Bylaws, shall not violate or conflict with the Contract. If at any time the University identifies a provision in the Academy Board's Bylaws that violates or conflicts with Applicable Law or this Contract, the Academy Board's Bylaws shall be automatically void and the Academy Board shall amend the identified provision to be consistent with Applicable Law and the Contract. The amendment shall be automatically incorporated into Schedule 3 of the Contract upon receipt by the University Charter Schools Office of a duly authorized Academy Board Bylaw change made in accordance with this Section 9.4.

Section 9.5. 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 Charter Schools Office 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 and the University Board.

Section 9.6. 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 laws 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.

Section 9.7. Emergency Action on Behalf of University Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the University Board. An emergency situation shall be deemed to occur if the University President, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take place before the next meeting of the University Board. Upon the determination that an emergency situation exists, the University President may temporarily take action on behalf of the University

Board with regard to the Academy or the Contract, so long as such action is in the best interest of the University Board and the University President consults with the University Board Chairperson prior to taking the intended actions. When acting during an emergency situation, the University President shall have the authority to act on behalf of the University Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the University Board; or (b) the next meeting of the University Board. The University President shall immediately report such action to the University Board Chairperson for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the University Board, becomes permanent.

ARTICLE X

TERMINATION, SUSPENSION AND REVOCATION

Section 10.1. Grounds and Procedures for Academy Termination of Contract. At anytime and for any reason, the Academy Board may terminate this Contract. The Academy Board shall notify the CSO Director in writing of the request for the termination of the Contract not less than six (6) calendar months in advance of the effective date of termination. The University Board, in its sole discretion, may waive the six (6) month requirement. A copy of the Academy Board's resolution approving the Contract termination, including a summary of the reasons for terminating the Contract, shall be included with the written termination request.

Section 10.2. Termination by University Board. The University Board, in its sole discretion, reserves the right to terminate this Contract (i) before the end of the Contract Term for any reason or for no reason provided that such termination shall not take place less than six (6) calendar months from the date of the University Board's resolution approving such termination; or (ii) 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 such termination shall take effect at the end of the current Academy fiscal year. Following University Board approval, the Charter Schools Office shall provide notice of the termination to the Academy. If during the period between the University Board's action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the University Board may elect to initiate suspension or revocation of the Contract sooner as set forth in this Article X. If this Contract is terminated pursuant to this Section 10.2, the revocation procedures in Section 10.6 shall not apply.

Section 10.3. Contract Suspension. The University Board's process for suspending the Contract is as follows:

- a) University President Action. If the University President determines, in his or her sole discretion, that conditions or circumstances exist that the Academy Board (i) has placed the health or safety of the staff and/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 Section 6.11, 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; or (v) has willfully or intentionally violated this Contract or Applicable Law, the University President may immediately suspend the Contract. If the conditions or circumstances involve an alleged violation of Sections 10.5(e) or (f), the University President is authorized to suspend the Contract immediately pending completion of the procedures set forth in Section 10.6. Unless otherwise specified in the suspension notice, the Academy shall cease operations on the date on which the suspension notice is issued. 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 applicable. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.6 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 University President to suspend the Contract may be retained by the University Board for the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury.
- c) Immediate Revocation Proceeding. If the Academy Board, after receiving a Suspension Notice from the University President 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 10.6(e) of the Terms and Conditions. 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 University Charter Schools Office 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 Section 10.6(f) through (i).

Section 10.4 Statutory Grounds for Revocation. In addition to the grounds for an automatic revocation of the Contract as set forth in Section 10.7, this Contract may also be revoked by the University Board upon a determination by the University Board, pursuant to the procedures set forth in Section 10.6, 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 meet the educational goals 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 demonstrate sound fiscal stewardship; or
- d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.5. Other Grounds for University Board Revocation. In addition to the statutory grounds for revocation set forth in Section 10.4 and the grounds for an automatic revocation of the Contract set forth in Section 10.7, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

- a) The Academy is insolvent, has been adjudged bankrupt, or has operated for one or more school fiscal year(s) with a Fund Balance Deficit;
- b) The Academy has insufficient enrollment to successfully operate the Academy, or the Academy has lost more than twenty-five percent (25%) of its student enrollment from the previous school year;
- c) The Academy defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract;
- d) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Corporate Division, without first obtaining University President or Designee approval;
- e) The University Board discovers grossly negligent, fraudulent or criminal conduct by the Applicant, the Academy's directors, officers, employees or agents in relation to their performance under this Contract;
- f) The Applicant, the Academy's directors, officers or employees have provided false or misleading information or documentation to the University Board 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;
- g) The Academy violates the site restrictions set forth in the Contract or the Academy operates at a site or sites without the prior written authorization of the University Board; or
- h) The University Board, its trustees, officers, employees, agents or representatives are not included as third party beneficiaries under any educational management agreement entered into by the Academy for purposes of indemnifying such parties in accordance with Section 11.16 of the Terms and Conditions.

Section 10.6. University Board Procedures for Revoking Contract. Except for the automatic revocation process set forth in Section 10.7 or the termination of Contract by the University Board in Section 10.2, the University Board's process for revoking the Contract is as follows:

- a) Notice of Intent to Revoke. The CSO Director, upon reasonable belief that such 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 CSO 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 CSO 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, whichever is sooner, the CSO Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the CSO Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the CSO Director shall develop a plan for correcting the non-compliance ("Plan of Correction"). In developing a Plan of Correction, the CSO 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 withdrawn if the CSO 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. In the event the Notice of Intent to Revoke is withdrawn, the CSO Director shall notify the Academy Board, in writing, of such withdrawal.
- d) Plan of Correction May Include Conditions to Satisfy University Board's Contract Reconstitution Authority. As part of the Plan of Correction, the CSO Director may

reconstitute the Academy in an effort to improve student educational performance and 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 members; (ii) termination of at-will board appointments of 1 or more Academy Board members; (iii) withdrawing approval of a contract under Section 506 of the Code; (iv) the appointment of a new Academy Board of directors or a Conservator to take over operations of the Academy.; or (v) closure of an Academy site(s).

Reconstitution of the Academy does not prohibit the Department from issuing an order under section 507 of the Code, MCL 380.507, directing the automatic closure of the Academy's site(s).

- e) Request for Revocation Hearing. The CSO Director may initiate a revocation hearing before the University Charter Schools Hearing Panel if the CSO Director determines that any of the following has occurred:
- i) the Academy Board has failed to timely respond to the Notice of Intent to Revoke as set forth in Section 10.6(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 CSO Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the CSO 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 10.6(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 CSO 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 Hearing shall identify the reasons for revoking the Contract.

- f) Hearing before University Charter Schools Hearing Panel. Within thirty (30) days of the date 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 University Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the

CSO 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 CSO Director. The hearing shall be transcribed by a court reporter and the cost of the court reporter shall be divided equally between the University and the Academy. The CSO 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 CSO Director and one or more members of 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. In its discretion, 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 University Charter Schools Office 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 copies of the Hearing Panel's recommendation and the transcript of 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 University Charter Schools Office, the Academy Board and the Department.
- 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 held by the University Board and returned to the Michigan Department of Treasury.
- j) Disposition of District Code Number. Notwithstanding any other provision of the Contract, after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, the district code number shall remain under the direction and control of the State Board of Education and/or its designated representative.

Section 10.7. Automatic Amendment of Contract; Automatic Termination of Contract if All Academy Sites Closed; Economic Hardship Termination. Except as otherwise noted in this Section, if the University Board is notified by the Department that an Academy site is subject to closure under section 507 of the Code, MCL 380.507 (“State’s Automatic Closure Notice”), 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. If the State’s Automatic Closure Notice includes all of the Academy’s existing sites, then this Contract shall automatically be terminated at the end of the current school year in which the State’s Automatic Closure Notice is received without any further action of the University Board or the Academy.

Following receipt of the State’s Automatic Closure Notice the University Charter Schools Office Director shall forward a copy of the notice to the Academy Board and request a meeting with Academy Board representatives to discuss the Academy’s 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 notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State’s Automatic Revocation Notice, including the granting of any hardship exemption by the Department rescinding the State’s Automatic Closure Notice (“Pupil Hardship Exemption”), shall be directed to the Department, in a form and manner determined by the Department.

If the Department rescinds the State’s Automatic Closure Notice for an Academy site or sites by granting a Pupil Hardship Exemption, the Academy is not required to close the identified site(s), but shall present to the CSO the proposed Contract amendments incorporating the Department’s school improvement plan, if applicable, for the identified site(s).

If the Department elects not to issue a Pupil Hardship Exemption and the CSO Director determines, in his or her discretion, that the closure of one or more sites as directed by the Department creates a significant economic hardship for the Academy as a going concern or the possibility of a mid-year school closure, then the CSO Director may recommend to the University Board that the Contract be terminated at the end of the current school year (hereinafter “Economic Hardship Termination”). If the University Board approves the Economic Hardship Termination recommendation, then this Contract shall terminate at the end of the current school year without any further action of the parties.

The University Board’s revocation procedures set forth in Section 10.6 do not apply to an automatic termination initiated by the State’s Automatic Closure Notice or an Economic Hardship Termination under this Section 10.7.

Section 10.8. Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in the Circuit Court of Ottawa County, Michigan, the Michigan Court of Claims or the Federal District Court for the Western District of Michigan. The parties hereby irrevocably accept for themselves and in respect

of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceedings is brought in accordance with this Section 10.8. This Section 10.8 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.8 of these Terms and Conditions.

Section 10.9. Conservator; Appointment by University President. Notwithstanding any other provision of the Contract, in the event that the health, safety, and welfare of the Academy students, property, or funds are at risk, the University President, after consulting with the University Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all the powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The University President shall appoint the conservator for a definite term which may be extended in writing. During the appointment, the Academy Board members are suspended and all powers of the Academy Board are suspended. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers:

- a) take into his or her possession all Academy property and records, including financial, board, employment and student records;
- b) institute and defend board actions by or on behalf of the Academy;
- c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of loans. However, the power shall be subject to any provisions and restrictions in any existing credit documents;
- d) hire, fire, and discipline employees of the Academy;
- e) settle or compromise with any debtor or creditor of the Academy, including any taxing authority;
- f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate, or settle such agreements as needed; and
- g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under the Code or this Contract.

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1. Grand Valley State University Faculty Employment in the Academy. Subject to the ability of the Academy to reach separate agreement on the terms, the Academy is permitted to use University faculty as classroom teachers in any grade.

Section 11.2. The Academy Faculty Appointment to Grand Valley State University Faculty. Nothing in this Contract shall prohibit a member of the Academy faculty from being appointed to or serving as a member of the University faculty.

Section 11.3. Student Conduct and Discipline. The Academy Board shall adopt, abide by and enforce its own set of written policies concerning student conduct and student discipline.

Section 11.4. Insurance. The Academy shall secure and maintain in its own name as the “First Named Insured” at all times the following insurance coverage:

- a) Property insurance covering all of the Academy’s Real and Personal property, whether owned or leased;
- b) Commercial General Liability with a minimum of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate (Occurrence Form). Coverage must include Sexual Abuse and Molestation and Corporal Punishment coverage. Policies may be written on either an occurrence or claims made basis. If the coverage is claims made, the retroactive date must be the same or before the date of the original contract, and in the event that the Academy goes out of business, the Academy must purchase the longest-available tail coverage;
- c) Auto Liability (Owned and Non-Owned) with a minimum of one million dollars (\$1,000,000) Combined Single Limit covering Hired and Non-Owned Autos, as well as Owned Autos if applicable;
- d) Workers’ Compensation or Worker’ Compensation without employees (this is considered minimum premium, “if any” insurance) (statutory limits) and Employers’ Liability insurance with a minimum limit of one million dollars (\$1,000,000) for each coverage part;
- e) Errors & Omissions insurance including Directors & Officers and School Leaders Errors & Omissions Liability insurance with a minimum of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate (Claims Made or Occurrence Form);

- f) Crime including employee dishonesty and third party coverage insuring cash, securities, and property, with a minimum of five hundred thousand dollars (\$500,000); and
- g) Employment Practices Liability insurance with a minimum of one million dollars (\$1,000,000) per claim/aggregate (Claims Made or Occurrence Form).
- h) Umbrella with a minimum \$4,000,000 limit each occurrence and aggregate. Alternatively, an Umbrella policy with an unlimited aggregate is acceptable at a \$2,000,000 per occurrence limit.

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The insurance carrier(s) must have an AM Best rating of “A” or better. The Academy may join with other public school academies to obtain insurance if the Academy finds that such an association provides economic advantages to the Academy, provided that each Academy maintains its identity as First Named Insured with its own limits, i.e. no sharing of limits.

The Academy shall list the University Board and the University on the insurance policies coverage listed in (b), (c), (e), (g), and (h) above, as Additional Insured on a primary and noncontributory basis. 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 or of changes in insurance carrier or policy limit changes. In addition, the Academy shall provide the University with copies of all insurance certificates and endorsements required by this Contract. Upon request, and within 10 days of the request, the Academy shall also provide to the University Charter Schools Office an entire copy of the insurance policies. Failure of the University to request or collect the policies does not affect the obligations of the Academy under the terms of this contract. 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 minimum may be required depending upon academic offerings and program requirements.

The Academy understands that 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 authorization and oversight of the Academy. In the event that the University’s insurance carrier requests additional changes in coverage identified in this Section 11.4, 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.

Section 11.5. The Academy Budget; Transmittal of Budgetary Assumptions; Budget Deficit; Enhanced Deficit Elimination Plan. The Academy agrees to comply with all of the following:

- a) 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.
- b) Within ten (10) days after adoption by the Academy Board (but not later than July 1st) each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. 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. Within 10 days after Academy Board approval, revisions or amendments to the Academy's budget shall be submitted to the Charter Schools Office.
- c) Unless exempted from transmitting under section 1219 of the Code, MCL 380.1219, the Academy, on or before July 7th of each school fiscal year, shall transmit to the Center for Educational Performance and Information ("CEPI") the budgetary assumptions used when adopting its annual budget pursuant to the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.
- d) The Academy shall not adopt or operate under a deficit budget, or incur an operating deficit in a fund during any fiscal year. At any time during the term of this Contract, the Academy shall not have an existing deficit fund balance, incur a deficit fund balance, or adopt a current year budget that projects a deficit fund balance. If the Academy has an existing deficit fund balance, incurs a deficit fund balance in the most recently completed school fiscal year, or adopts a current year budget that projects a deficit fund balance, all of the following apply:
 - (i) The Academy shall notify the Superintendent and the State Treasurer immediately upon the occurrence of the circumstance, and provide a copy of the notice to the Charter Schools Office.
 - (ii) Within 30 days after making notification under subdivision (d)(i), the Academy shall submit to the Superintendent in the form and manner prescribed by the Department an amended budget for the current school fiscal year and a deficit elimination plan approved by the Academy Board, with a copy to the State Treasurer. The Academy shall transmit a copy of the amended budget and the deficit elimination plan to the Charter Schools Office.
 - (iii) After the Superintendent approves the Academy's deficit elimination plan, the Academy shall post the deficit elimination plan on the Academy's website.

(e) If the Academy is required by the State Treasurer to submit an enhanced deficit elimination plan under section 1220 of the Code, MCL 380.1220, the Academy shall do all of the following:

- (i) The enhanced deficit elimination plan shall be approved by the Academy Board before submission.
- (ii) After the State Treasurer approves an enhanced deficit elimination plan for the Academy, the Academy shall post the enhanced deficit elimination plan on the Academy's website.
- (iii) Submit to the Superintendent and State Treasurer an enhanced monthly monitoring reports in a form and manner prescribed by the State Treasurer and post such monthly reports on the Academy's website.

Section 11.6. Transportation. The Academy Board may enter into contract with other school districts or other persons, including municipal and county governments, for the transportation of the Academy students to and from school and for field trips. In addition, the Academy Board may use funds received from state school aid payments to pay for student transportation. In the event that the Academy Board contracts for transportation services, the Academy Board shall ensure that the company providing the transportation services is properly licensed in accordance with Applicable Law, and that the company conducts criminal background and history checks on its drivers and other personnel who have direct contact with pupils in accordance with the Code.

Section 11.7. Extracurricular Activities and Interscholastic Sports. The Academy is authorized to join any organization, association, or league, which has as its objective the promotion and regulation of sport and athletic, oratorical, musical, dramatic, creative arts, or other contests by or between pupils.

Section 11.8. Legal Liabilities and Covenants Not to Sue. The Academy and Academy Board members acknowledge and agree that they have 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 and Academy Board members hereby agrees and 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 or otherwise. The University does not assume any obligation with respect to any Academy Director, employee, agent, parent, guardian, 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 issuing, termination or revocation of this Contract.

Section 11.9. Lease or Deed for Proposed Single Site(s). The Academy shall provide to the designee of the University Board copies of its lease or deed for the premises in which the Academy shall operate. A copy of the Academy's lease or deed and site information shall be incorporated into the Schedules.

Any lease agreement entered into by the Academy shall include a termination provision permitting the Academy to terminate the lease, without cost or penalty to the Academy, in the event that the Academy is required to close an Academy site covered by the lease (i) pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507; or (ii) pursuant to a reconstitution by the University pursuant to Section 507 of the Code, MCL 380.507 and these Contract Terms and Conditions. The provision shall also provide that the lessor/landlord shall have no recourse against the Academy or the University Board for implementing the site closure or reconstitution. Nothing in this paragraph shall prevent the lessor/landlord from receiving lease payments owed prior to site closure or reconstitution, or relieve the Academy from paying any costs or expenses owed under the lease prior to site closure or reconstitution.

Section 11.10. Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that all physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates. The Academy Board shall not conduct classes at any site until the Academy has complied with this Section 11.10. Copies of these certificates shall be incorporated into the Schedules.

Section 11.11. Criminal Background and History Checks; Disclosure of Unprofessional Conduct. The Academy shall comply with 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 the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section 11.11 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an educational service provider contracting with the Academy.

Section 11.12. 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. Upon receipt, the Academy shall notify the Charter Schools Office of any due process or state complaint filed against the Academy.

Section 11.13. Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy.

Section 11.14. Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall comply with Section 1766b of the State School Aid Act of 1979, as amended, MCL 388.1766b. Prior to providing instruction, the Academy Board shall ensure that the Academy

has sufficient documentation to qualify for part-time pupil funding under the State School Aid Act. The provision of nonessential elective courses by the Academy shall be incorporated into this Contract as an amendment pursuant to Article IX of these Terms and Conditions.

Section 11.15. Educational Service Provider Agreements. The Academy may enter into an ESP Agreement with an ESP to contract out its administrative and/or educational functions and personnel. For the purposes of this Contract, an employee leasing agreement shall be considered an ESP Agreement, and an employee leasing company shall be considered an ESP. The Academy board must retain independent legal counsel to review and advise on the negotiation of the ESP agreement. Legal counsel for the Academy shall not represent the ESP or an ESP owner, director, officer, or employee. The ESP agreement must be an arms-length, negotiated agreement between an informed Academy Board and the ESP.

Prior to entering any ESP Agreement with an ESP, the Academy shall submit a copy of the final draft ESP Agreement to the University Charter Schools Office in a form or manner consistent with the ESP policies of the University Charter Schools Office, which are incorporated into and be deemed part of this Contract. The Charter Schools Office may, from time to time during the term of this Contract, amend the ESP policies and the amended policies shall automatically apply to the Academy without any amendment under Article IX of this Contract. The University Charter Schools Office may disapprove the proposed ESP Agreement submitted by the Academy if the ESP Agreement is contrary to this Contract or Applicable Law. Any subsequent amendment to an ESP Agreement shall be submitted for review by the University Charter Schools Office in the same form and manner as a new ESP Agreement.

Section 11.16. Required Provisions for Educational Service Provider Agreements. Any ESP agreement entered into by the Academy must contain the following provisions:

“Indemnification of Grand Valley State University. The parties acknowledge and agree that the Grand Valley State University Board of Trustees, Grand Valley State University and its members, officers, employees, agents or representatives are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify and hold harmless Grand Valley State University Board of Trustees, Grand Valley State University and its members, officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Grand Valley State University, which arise out of or are in any manner connected with Grand Valley State University Board’s approval of the Application, the University Board’s consideration of or issuance of a Contract, the Academy’s preparation for and operation of a public school, or which are incurred as a result of the reliance by Grand Valley State University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy or the ESP, or which arise out of the failure of the Academy to perform its obligations under the Contract issued to the Academy by Grand Valley State University Board of Trustees. The parties expressly acknowledge and agree that Grand Valley

State University and its Board of Trustee members, officers, employees, agents or representatives may commence legal action against either party to enforce its rights as set forth in this Agreement.”

“Revocation or Termination of Contract. If the Academy’s Contract issued by the Grand Valley State University Board of Trustees is suspended, revoked, or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminate on the same date as the Academy’s Contract is suspended, revoked, or termination without further action of the parties.”

“Compliance with Academy’s Contract. The ESP 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 Grand Valley State University Board of Trustees. The provisions of the Academy’s Contract shall supersede any competing or conflicting provisions contained in this Agreement.”

“Amendment Caused By Academy Site Closure or Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507, and of the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this ESP Agreement, the parties agree that this ESP Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and the ESP shall have no recourse against the Academy or the University Board for implementing such site closure or reconstitution.”

“Compliance with Section 503c. On an annual basis, the ESP agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board 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.”

“Compliance with Section 11.23 of Contract Terms and Conditions. The ESP shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 6 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under Section 11.23(a) of the Contract Terms and Conditions.”

Section 11.17. Additional Required Provisions for Educational Service Provider Agreements. ESP agreements must include provisions that define the following, according to the standards set forth in Contract Schedule 6:

1. Roles and responsibilities of the parties
2. Services and resources provided by the ESP

3. Fee or expense payment structure
4. Financial control, oversight, and disclosure
5. Renewal and termination of the agreement

Section 11.18. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, Act No. 566 of the Public Acts of 1978, being MCL 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, Act No. 317 of the Public Acts of 1968, being MCL 15.321 to 15.330 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 a prohibited conflict 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 ESP 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 as a member of the governing board of another public school; and

(e) An individual simultaneously serving as an Academy Board member and a University employee, official, or consultant, to the University.

Section 11.19. Certain Familial Relationships Prohibited. The Academy Board shall prohibit specifically identified family relationships pursuant to applicable law and the Terms and Conditions of this contract. 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
- (iii) Has an ownership, officer, policy making, managerial, administrative, non-clerical or other significant role with the Academy's ESP or employee leasing company.

Section 11.20. Academy Board Legal Counsel. If the Academy Board obtains Legal Counsel, Legal Counsel must be independent of and not representing the ESP, or ESP owner, director, officer, or employee.

Section 11.21. Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 11.22. Oath of Public Office. Academy Board members are public officials. Before entering upon the duties of a public school board member, each Academy Board member shall take, sign, and file the constitutional oath of office with the Charter Schools Office.

Section 11.23. Information Available to the Public and University.

(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 6, available to the public and University in the same manner and to the same extent as is required for public schools and school districts.

(b) Information to be provided by Educational Service Providers. The agreement between the Academy and the ESP shall contain a provision requiring the ESP to make information concerning the operation and management of the Academy, including the information in Schedule 6, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

Section 11.24. Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all individuals employed by or contracted for the Academy as teachers or school administrators a rigorous, transparent, and fair performance evaluation system that complies with Applicable Law. If the Academy enters into an agreement with an Educational Service Provider, the Academy Board shall ensure that the Educational Service Provider complies with this section.

Section 11.25. University Board Invitation to Apply to Convert Academy to School of Excellence. If the University Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6e of the Code, MCL 380.551 et seq. (“Part 6e”), and the University Board determines that the Academy meets the University Board’s and the Code’s eligibility criteria for applying to convert the Academy to a School of Excellence, then the University Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a School of Excellence. In accordance with the Code, the University Board shall establish its own competitive application process and provide the necessary forms and procedures to eligible public school academies.

Section 11.26. Student Privacy. In order to protect the privacy of students enrolled at the Academy, the Academy board, subject to Section 11.29, shall not:

- a) Sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a pupil's education records. This does not prohibit the Academy Board from:
 - i. for students enrolled in the Academy, providing such information to an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University;
 - ii. providing the information to a person or entity as necessary for standardized testing that measures a student's academic progress and achievement; or
 - iii. providing the information as necessary to a person that is providing educational support services to the student under a contract with either the Academy or an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University.
- b) The terms "education records" and "personally identifiable information" shall have the same meaning as defined in 34 CFR 99.3.

Section 11.27. Disclosure of Information to Parents and Legal Guardians, Subject to Section 11.29.

- a) Within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose without charge to the student's parent or legal guardian any personally identifiable information concerning the student that is collected or created by the Academy as part of the student's education records.
- b) Except as otherwise provided in this subsection (b) and within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose to a student's parent or legal guardian without charge any personally identifiable information provided to any person, agency, or organization. The Academy's disclosure shall include the specific information that was disclosed, the name and contact information of each person, agency, or organization to which the information has been disclosed; and the legitimate reason that the person, agency, or organization had in obtaining the information. The parental disclosure requirement does not apply to information that is provided:
 - i. to the Department or CEPI;
 - ii. to the student's parent or legal guardian;
 - iii. by the Academy to the University or to the educational management organization that has an educational service provider agreement that has not been disapproved by the University;

- iv. by the Academy to the Academy's intermediate school district or another intermediate school district providing services to the Academy or the Academy's students pursuant to a written agreement;
 - v. to the Academy by the Academy's intermediate school district or another intermediate school district providing services to pupils enrolled in the Academy pursuant to a written agreement;
 - vi. to the Academy by the University;
 - vii. to a person, agency, or organization with written consent from the student's, parent or legal guardian, or from the student if the student is at least 18 years of age;
 - viii. to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction;
 - ix. as necessary for standardized testing that measures a student's academic progress and achievement; or
 - x. in the absence of, or in compliance with, a properly executed opt-out form, as adopted by the Academy in compliance with section 1136(6) of the Code, pertaining to uses for which the Academy commonly would disclose a pupil's "directory information."
- c) If the Academy considers it necessary to make redacted copies of all or part of a student's education records in order to protect personally identifiable information of another student, the Academy shall not charge the parent or legal guardian for the cost of those redacted copies.
- d) The terms "education records," "personally identifiable information," and "directory information" shall have the same meaning as defined in MCL 380.1136(8)(g) and 34 CFR 99.3.

Section 11.28. List of Uses for Student Directory Information; Opt-Out Form; Notice to Student's Parent or Legal Guardian.

- a) Subject to Section 11.29, the Academy shall do all of the following:
- i. Develop a list of uses (the "Uses") for which the Academy commonly would disclose a student's directory information.
 - ii. Develop an opt-out form that lists all of the Uses and allows a student's parent or guardian to elect not to have the student's directory information disclosed for 1 or more of the Uses.
 - iii. Present the opt-out form to each student's parent or guardian within the first thirty (30) days of the school year and at other times upon request.
 - iv. If an opt-out form is signed and submitted to the Academy by a student's parent or guardian, then the Academy shall not include the student's

directory information in any of the Uses that have been opted out of in the opt-out form.

- b) The terms “directory information” shall have the same meaning as defined in 34 CFR 99.3.

Section 11.29. Confidential Address Restrictions.

- a) The Academy shall not disclose the confidential address of a student if the student or the student’s parent or legal guardian has obtained a participation card issued by the department of the attorney general under the address confidentiality program act and the parent or legal guardian provides notice of the issuance of the participation card in a form and manner prescribed by the Michigan Department of Education.
- b) The term “confidential address” shall have the same meaning as defined in MCL 380.1136.

Section 11.30. Partnership Agreement. If the Department and State Reform Office imposes a partnership agreement on the Academy, the Academy shall work collaboratively with the Department, the State Reform Office, and other partners to implement the partnership agreement. In the event that a provision in the partnership agreement is inconsistent with a provision in this Contract, this Contract shall control.

Section 11.31. Statewide Safety Information Policy. The Academy shall adopt and adhere to the statewide school safety information policy required under Section 1308 of the Code, MCL 380.1308. The statewide school safety information policy may also address Academy procedures for reporting incidents involving possession of a dangerous weapon as required under Section 1313 of the Code, MCL 380.1313.

Section 11.32. Criminal Incident Reporting Obligation. Within twenty-four (24) hours after an incident occurs, the Academy shall provide a report to the Michigan State Police, in a form and manner prescribed by State Police, after either of the following: (i) an incident involving a crime that must be reported under Section 1310a(2) of the Code, MCL 380.1310a(2); or (ii) an incident, if known to the Academy, involving the attempted commission of a crime that must be reported under Section 1310a(2) of the Code, MCL 380.1310a(2). Failure to comply may result in the Academy being ineligible to receive any school safety grants from the Michigan State Police for the fiscal year in which the noncompliance is discovered by State Police.

Section 11.33. Academy Emergency Operations Plan.

a) Beginning in the 2019-2020 school year, and at least biennially thereafter, the Academy shall, in conjunction with at least 1 law enforcement agency having jurisdiction over the Academy, conduct either (i) a review of the Academy’s emergency operations plan, including a review of the vulnerability assessment; or (ii) a review of the Academy’s statewide school safety information policy, as applicable.

b) Not later than January 1, 2020, the Academy shall either (i) develop an emergency operations plan for each school building, including recreational structure or athletic field, operated by the Academy with input from the public; or (ii) adopt a statewide school safety information policy under Section 1308 of the Code, MCL 380.1308. The emergency operations plan or statewide school safety information policy shall comply with Section 1308b(3) of the Code, MCL 380.1308b(3). Within thirty (30) days, the Academy shall provide to the Department, in a form and manner determined by the Department, notice of the adoption of an emergency plan or the completion of an emergency operations plan review, as applicable.

Section 11.34. School Safety Liaison. The Academy Board shall designate a liaison to work with the School Safety Commission created under Section 5 of the Comprehensive School Safety Plan Act created under Public Act 548 of 2018, MCL 28.805 and the Office of School Safety created under MCL 28.681. The Liaison shall be an individual employed or assigned to regularly and continuously work under contract in the school operated by the Academy. The Liaison shall work with the School Safety Commission and the Office of School Safety to identify mode practices for determining school safety measures.

Section 11.35. New Building Construction or Renovations. The Academy shall not commence construction on a new school building or the major renovation of an existing school building unless the Academy consults on the plans of the construction or major renovation regarding school safety issues with the law enforcement agency that is or will be the first responder for that school building. School building includes either a building intended to be used to provide pupil instruction or a recreational or athletic structure or field used by pupils.

Section 11.36. Annual Expulsion Report and Website Report on Criminal Incidents. On an annual basis, the Academy Board shall do the following:

(i) prepare and submit to the Superintendent, in a form and manner prescribed by the Superintendent, a report stating the number of pupils expelled from the Academy during the immediately preceding school year, with a brief description of the incident causing each expulsion;

(ii) post on its website, in a form and manner prescribed by the Superintendent, a report on the incidents of crime occurring at schools operated by the Academy. Each school building shall collect and keep current on a weekly basis the information required for the website report, and must provide that information, within seven (7) days upon request; and

(iii) make a copy of the report on the incidents of crime, disaggregated by school building, available to the parent or legal guardian of each pupil enrolled in the Academy.

Section 11.37. K to 3 Reading. If the Academy offers Kindergarten through Third grade, the Academy shall comply with Section 1280f of the Code, MCL 380.1280f. The Academy shall ensure that all required actions, notices, and filings required under Section 1280f, MCL 380.1280f, are timely completed.

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 by hand; or (ii) 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 person or address as the respective party may designate by notice delivered pursuant hereto:

If to Grand Valley State University Board of Trustees:

Charter Schools Office Director
Grand Valley State University
201 Front Avenue SW, Suite 310
Grand Rapids, Michigan 49504

If to Academy: Light of the World Academy
Attn: Board President
550 E. Hamburg Street
Pickney, MI 48169

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 Applicable 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. 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 application materials, contracts, representations, statements, negotiations, understandings, and undertakings, are superseded by this Contract.

Section 12.5. Assignment. This Contract is not assignable by either party.

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 a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7. Indemnification. 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 and hold the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever 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 receipt, consideration or approval of the Application, the University Board's approval of the Method of Selection Resolution or the Authorizing Resolution, legal challenges to the validity of Part 6a of the Code or actions taken by the University Board as an authorizing body under Part 6a of the Code, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. 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 12.8. 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 12.9. 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 12.10. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the University Board and no other person or entity, including without limitation, the ESP. Except as otherwise 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 12.11. Non-agency. It is understood that the Academy is not the agent of the University.

Section 12.12. 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 12.13. 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 12.14. Term of Contract. This Contract shall commence on July 1, 2025, and shall remain in full force and effect for five (5) years until June 30, 2030, unless sooner revoked or terminated according to the terms hereof.

Section 12.15. Survival of Provisions. The terms, provisions, and representations contained in Section 11.4, Section 11.8, Section 12.7, and Section 12.10, and any other provision of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.16. Termination of Responsibilities. Upon termination or revocation of this Contract, the University Board and its designees shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract.

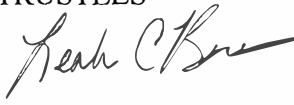
Section 12.17. Disposition of Academy Assets Upon Termination or Revocation of Contract. Following termination or revocation of the Contract, the Academy shall follow the applicable wind-up and dissolution provisions set forth in the Academy's articles of incorporation, Part 6A of the Code, and Applicable Law.

Section 12.18. University Board or CSO 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 CSO policies regarding public school academies which shall apply immediately, University Board or CSO 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 CSO 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 CSO on the proposed policies before such policies shall become effective.

[INTENTIONALLY LEFT BLANK]


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

GRAND VALLEY STATE UNIVERSITY
BOARD OF TRUSTEES

By: 
University President or his/her designee

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.

LIGHT OF THE WORLD ACADEMY

By: 
Academy Board President

SCHEDULE 1

**METHOD OF SELECTION RESOLUTION
AUTHORIZING RESOLUTION**



CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF
GRAND VALLEY STATE UNIVERSITY ON FEBRUARY 21, 2025:

Reauthorization of 6a Charter Contract – Light of the World Academy,
Pinckney (5 years)

WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on July 11, 2014, initially authorized the issuance of a contract to charter Light of the World Academy (the “Academy”); and authorized the reissuance of the contract to charter the Academy at its meeting on April 29, 2022; and

WHEREAS, the University’s Charter Schools Office has completed its evaluation and assessment of the operation and performance of the Academy; and

WHEREAS, the University President’s designee has recommended the reissuance of a contract to charter as a public school academy to the Academy for a five (5) year term beginning July 1, 2025, and ending June 30, 2030;

NOW, THEREFORE, BE IT RESOLVED, that the University Board of Trustees approves and reauthorizes the execution of a contract to charter a public school academy to the Academy and authorizes the University President or designee to execute the contract to charter a public school academy and related documents to the Academy for a five (5) year term, provided that, before the execution of the contract, the University President or designee affirms that all terms of the contract have been agreed upon and the Academy is able to comply with all terms and conditions of the contract and applicable law. This resolution shall be incorporated in and made part of the contract as Schedule 1.

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 28th day of February 2025.

Stacie R. Behler, Vice President and Chief Public
Affairs and Communications Officer
Secretary, Board of Trustees
Grand Valley State University



CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF
GRAND VALLEY STATE UNIVERSITY ON APRIL 29, 2022:

Reauthorization of 6a Charter Contract – Light of the World Academy,
Pinckney (3 years)

WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on July 11, 2014, initially authorized the issuance of a contract to charter Light of the World Academy; and

WHEREAS, the University's Charter Schools Office has completed its evaluation and assessment of the operation and performance of the Academy; and

WHEREAS, the University President's designee has recommended the reissuance of a contract to charter as a public school academy to the Academy for a three (3) year term beginning July 1, 2022, and ending June 30, 2025;

NOW, THEREFORE, BE IT RESOLVED, that the University Board of Trustees approves and reauthorizes the execution of a contract to charter a public school academy to the Academy and authorizes the University President or designee to execute the contract to charter a public school academy and related documents to the Academy for a three (3) year term, provided that, before the execution of the contract, the University President or designee affirms that all terms of the contract have been agreed upon and the Academy is able to comply with all terms and conditions of the contract and applicable law. This resolution shall be incorporated in and made part of the contract as Schedule 1.

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 4th day of May 2022.

Matthew E. McLogan, Secretary
Board of Trustees
Grand Valley State University

CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF
GRAND VALLEY STATE UNIVERSITY ON JULY 11, 2014:

Authorization of Light of the World Academy 6a Contract

WHEREAS, the Michigan Legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993; and

WHEREAS, according to this legislation, the Grand Valley State University Board of Trustees (the "Board of Trustees"), as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies; and

WHEREAS, the Michigan Legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy, and the educational goals to be achieved by the proposed public school academy; and

WHEREAS, the Grand Valley State University Board of Trustees, having requested applications for organizing public school academies and having reviewed the applications according to the provisions set forth by the Michigan Legislature;

NOW, THEREFORE, BE IT RESOLVED:

1. That the application for Light of the World Academy ("Academy"), located at 1740 E. M 36, Pinckney, MI 48169, submitted under Section 502 of the Revised School Code, meets the Board of Trustees' requirements and the requirements of applicable law, is therefore approved;
2. That the Board of Trustees establishes the method of selection, length of term and number of members of the Academy's Board of Directors as follows:

Method of Selection and Appointment of Academy Board Members:

- a. Initial Academy Board Member Nominations and Appointments: As part of the public school academy application, the public school academy applicant shall propose to the Director of the University Charter Schools Office ("Director"), the names of proposed individuals to serve on the initial board of directors of the proposed public school academy. When the Director recommends an initial contract for approval to the Board of Trustees, he/she shall include recommendations for initial Academy Board members. These recommendations may, but are not required to, include individuals proposed by the public school academy applicant. To be considered for appointment, the nominees must have completed the required board member candidate application materials, including at least (i) the Academy Board Member Questionnaire prescribed by the University Charter Schools Office; and (ii) the Criminal Background Check Report prescribed by the University Charter Schools Office.
- b. Subsequent Academy Board Member Nominations and Appointments: Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board of Director positions. As part of the appointment process, the Academy Board may submit to the Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The Director may or may not recommend the proposed nominee submitted by the Academy Board. If the Director does not recommend a nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Trustees for appointment. The Board of Trustees shall have the sole and exclusive right to appoint members to the Academy Board.
- c. Exigent Appointments: When the Director determines an "exigent condition" exists which requires him/her to make an appointment to a public school academy's board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy's board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy

Board cannot reach a quorum, when the Board of Trustees determines that an Academy Board member's service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.

3. Qualifications of Academy Board Members: To be qualified to serve on the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.
4. Oath /Acceptance of Office / Voting Rights: Following appointment by the Board of Trustees, Academy Board Appointees may begin their legal duties, including the right to vote, after they have signed an Acceptance of Public Office form and taken the Oath or Affirmation of Public Office administered by a member of the Academy Board, other public official or notary public.
5. Length of Term; Removal: An appointed Academy Board member is an "at will" board member who shall serve at the pleasure of the Board of Trustees for a term of office not to exceed three (3) years. Regardless of the length of term, terms shall end on June 30 of the final year of service, unless shorter due to other provisions of this resolution. A person appointed to serve as an Academy Board member may be reappointed to serve additional terms. When an Academy Board member is appointed to complete the term of service of another Academy Board member, their service ends at the end of the previous Academy Board member's term.

If the Board of Trustees determines that an Academy Board member's service in office is no longer required, then the Board of Trustees 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 be removed from office by a two-thirds (2/3) vote of the Academy's Board for cause.

6. Resignations: A member of the Academy Board may resign from office by submitting a written resignation or by notifying the Director. The resignation is effective upon receipt by the Director, unless a later date is specified in the resignation. A written notice of resignation is not required. If no such written notification is provided, then the

Director shall confirm a resignation in writing. The resignation shall be effective upon the date the Director sends confirmation to the resigning Academy Board member.

7. Vacancy: An Academy Board position shall be considered vacant when an Academy Board member:

- a. Resigns
- b. Dies
- c. Is removed from Office
- d. Is convicted of a felony
- e. Ceases to be qualified
- f. Is incapacitated

8. Filling a Vacancy: The Academy Board may nominate and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the "Subsequent Appointments" and "Exigent Appointments" procedures in this resolution.

9. Number of Academy Board Member Positions: The number of member positions of the Academy Board of Directors shall be five (5), seven (7) or nine (9), as determined from time to time by the Academy Board.

10. 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:

# of Academy Board positions	# required for Quorum
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

11. Manner of Acting: The Academy Board shall be considered to have "acted," when a duly called meeting of the Academy Board has a quorum present and the number of board members voting in favor of an action is as follows:

# of Academy Board positions	# for Quorum	# required to act
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

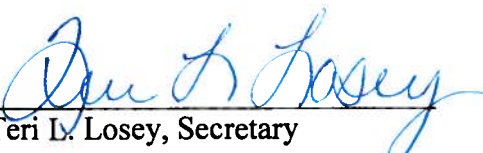
12. Initial Members of the Board of Directors: The Grand Valley State University Board of Trustees appoints the following persons to serve as the initial members of the Academy's Board of Directors for the designated term of office set forth below:

Dennis Brewer	1 year term expiring June 30, 2015
Laura Burwell	1 year term expiring June 30, 2015
Stuart M. Cavcey	2 year term expiring June 30, 2016
Todd Lang	2 year term expiring June 30, 2016
Patricia Lin	3 year term expiring June 30, 2017
Victoria Lovell	3 year term expiring June 30, 2017

13. The Board of Trustees approves and authorizes the execution of a contract to charter a public school academy to the Academy and authorizes the University President or designee to issue a contract to charter a public school academy and related documents ("Contract") to the Academy, provided that, before execution of the Contract, the University President or designee affirms that all terms of the contract have been agreed upon and the Academy is able to comply with all terms and conditions of the Contract and Applicable Law. This resolution shall be incorporated in and made part of the Contract.

14. Within ten days after the Board of Trustees issues the Contract, the Director will submit the Contract to the Michigan Department of Education. Pursuant to the State School Aid Act of 1979, the Michigan Department of Education shall, within thirty days after the Contract is submitted to the Michigan Department of Education, issue a district code number to each public school academy that is authorized under the Revised School Code and is eligible to receive funding under the State School Aid Act. By approving and issuing the Contract, the Board of Trustees is not responsible for the Michigan Department of Education's issuance or non-issuance of a district code number. As a condition precedent to the Board of Trustees' issuance of the Contract, the Applicant, the Academy and the Academy's Board of Directors shall acknowledge and agree that the Board of Trustees, Grand Valley State University, its officers, employees and agents are not responsible for any action taken by the Academy in reliance upon the Michigan Department of Education's issuance of a district code number to the Academy, or for any Michigan Department of Education's decision resulting in the non-issuance of a district code number to the Academy.

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 15th day of July 2014.


 Teri L. Losey, Secretary
 Board of Trustees
 Grand Valley State University

SCHEDULE 2

ARTICLES OF INCORPORATION

BCS/CD-511 (Rev.10/08)

MICHIGAN DEPARTMENT OF LABOR & ECONOMIC GROWTH BUREAU OF COMMERCIAL SERVICES		
Date Received MAY 24 2021	(FOR BUREAU USE ONLY)	
This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.		TransInfo: 1 24692248-1 05/20/21 Chk#: 13962 Amt: \$10.00 ID: 800940818
Name Robert J. Gavin		FILED JUN 08 2021 ADMINISTRATOR CORPORATIONS DIVISION EFFECTIVE DATE: 1
Address 34705 W. 12 Mile Road, Suite 160		
City Farmington Hills, MI	State MI	

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

--

RESTATED ARTICLES OF INCORPORATION
For use by Domestic Nonprofit Corporations
 (Please read information and instructions on the last page)

1. The present name of the corporation is Light of the World Academy.
2. The identification number assigned by the Bureau is 800940818.
3. All former names of the corporation are: Light of the World Academy Charter School
4. The date of filing the original Articles of Incorporation was September 24, 2014.

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

ARTICLE I

The name of the corporation is: Light of the World Academy

The authorizing body for the corporation is: Grand Valley State University ("GVSU") Board of Trustees, ("Board of Trustees"), 1 Campus Drive, Allendale, Michigan 49401.

ARTICLE II

The purposes for which the corporation is organized are:

1. Specifically, the corporation is organized for the purposes 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

1. The corporation is organized upon a Nonstock basis.
2. 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.
3. The corporation is organized on a Directorship basis.

ARTICLE IV

1. The name of the resident agent at the registered office: Robert J. Gavin
2. The address of the registered office is:

34705 W. 12 Mile Road, Suite 160 Farmington Hills, Michigan 48067
(Street Address) (City) (ZIP Code)

3. The mailing address of the registered office, if different than above:

_____, Michigan _____
(Street Address) (City) (ZIP Code)

ARTICLE V

The corporation is a governmental entity.

ARTICLE VI

Before execution of a contract to charter a public school academy between the Academy Board and the Board of Trustees, the method of selection, length of term, and the number of members of the Academy Board shall be approved by a resolution of the Board of Trustees as required by the Code.

The members of the Academy Board shall be selected by the following method:

1. **Method of Selection and Appointment of Academy Board Members:**

- a. **Initial Academy Board Member Nominations and Appointments:** As part of the public school academy application, the public school academy applicant shall propose to the Director of the University Charter Schools Office ("Director"), the names of proposed individuals to serve on the initial board of directors of the proposed public school academy. When the Director recommends an initial contract for approval to the Board of Trustees, he/she shall include recommendations for initial Academy Board members. These recommendations may, but are not required to, include individuals proposed by the public school academy applicant. To be considered for appointment, the nominees must have completed the required board member candidate application materials, including at least (i) the Academy Board Member Questionnaire prescribed by the University Charter Schools Office; and (ii) the Criminal Background Check Report prescribed by the University Charter Schools Office.
- b. **Subsequent Academy Board Member Nominations and Appointments:** Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board of Director positions. As part of the appointment process, the Academy Board may submit to the Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The Director may or may not recommend the proposed nominee submitted by the Academy Board. If the Director does not recommend a nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Trustees for appointment. The Board of Trustees shall have the sole and exclusive right to appoint members to the Academy Board.

- c. **Exigent Appointments:** When the Director determines an “exigent condition” exists which requires him/her to make an appointment to a public school academy’s board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy’s board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy Board cannot reach a quorum, when the Board of Trustees determines that an Academy Board member’s service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.
2. **Qualifications of Academy Board Members:** To be qualified to serve on the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.
3. **Oath /Acceptance of Office / Voting Rights:** Following appointment by the Board of Trustees, Academy Board Appointees may begin their legal duties, including the right to vote, after they have signed an Acceptance of Public Office form and taken the Oath or Affirmation of Public Office administered by a member of the Academy Board, other public official or notary public.
4. **Length of Term; Removal:** An appointed Academy Board member is an “at will” board member who shall serve at the pleasure of the Board of Trustees for a term of office not to exceed three (3) years. Regardless of the length of term, terms shall end on June 30 of the final year of service, unless shorter due to other provisions of this resolution. A person appointed to serve as an Academy Board member may be reappointed to serve additional terms. When an Academy Board member is appointed to complete the term of service of another Academy Board member, their service ends at the end of the previous Academy Board member’s term.

If the Board of Trustees determines that an Academy Board member’s service in office is no longer required, then the Board of Trustees 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 be removed from office by a two-thirds (2/3) vote of the Academy’s Board for cause.

5. **Resignations:** A member of the Academy Board may resign from office by submitting a written resignation or by notifying the Director. The resignation is effective upon receipt by the Director, unless a later date is specified in the resignation. A written notice of resignation is not required. If no such written notification is provided, then the Director shall confirm a resignation in writing. The resignation shall be effective upon the date the Director sends confirmation to the resigning Academy Board member.

6. **Vacancy:** An Academy Board position shall be considered vacant when an Academy Board member:
 - a. Resigns
 - b. Dies
 - c. Is removed from Office
 - d. Is convicted of a felony
 - e. Ceases to be qualified
 - f. Is incapacitated

7. **Filling a Vacancy:** The Academy Board may nominate and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the “Subsequent Appointments” and “Exigent Appointments” procedures in this resolution.

8. **Number of Academy Board Member Positions:** The number of member positions of the Academy Board of Directors shall be five (5), seven (7) or nine (9), as determined from time to time by the Academy Board.

9. **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:

# of Academy Board positions	# required for Quorum
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

A board member who is absent from a meeting of the board due to military duty may participate in the meeting virtually, and that member’s virtual presence will count towards quorum and allow the absent member to participate in and vote on business before the board.

10. **Manner of Acting:** The Academy Board shall be considered to have “acted,” when a duly called meeting of the Academy Board has a quorum present and the number of board members voting in favor of an action is as follows:

# of Academy Board positions	# for Quorum	# required to act
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)

Nine (9)

Five (5)

Five (5)

11. **Conservator; Appointment by University President:** Notwithstanding any other provision of the Contract, in the event that the health, safety, and welfare of the Academy students, property, or funds are at risk, the University President, after consulting with the University Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The University President shall appoint the conservator for a definite term, which may be extended in writing. During the appointment, the Academy Board members are suspended and all powers of the Academy Board are suspended. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers: a) take into his or her possession all Academy property and records, including financial, board, employment, and student records; b) institute and defend board actions by or on behalf of the Academy; c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of the loans, however, the power shall be subject to any provisions and restrictions in any existing credit documents; d) hire, fire, and discipline employees of the Academy; e) settle or compromise with any debtor or creditor of the Academy, including any taxing authority; f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate, or settle such agreements as needed; and g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under the Code or this Contract.

ARTICLE VII

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its directors, board, 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 Board of Trustees 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 VII

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 Sections 691.1407 of the Michigan Compiled Laws.

ARTICLE IX

These Articles of Incorporation shall not be amended except by the process provided in the contract executed by the Academy Board and the Board of Trustees.

ARTICLE X

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

ARTICLE XI

A volunteer director is not personally liable to the corporation or its members for money damages for any action taken or any failure to take any action as a volunteer officer, except liability for any of the following:

- (i) The amount of a financial benefit received by a director or volunteer officer to which he or she is not entitled.
- (ii) Intentional infliction of harm on the corporation, its shareholders, or members.
- (iii) A violation of Section 551 of the Michigan Nonprofit Corporation Act;
- (iv) An intentional criminal act.
- (v) A liability imposed under section 497(a).

If the corporation obtains tax exempt status under section 501(c)(3) of the internal revenue code, the corporation assumes all liability to any person other than the corporation for all acts or omissions of a volunteer director occurring on or after the filing of the Articles incurred in the good faith performance of the volunteer director's duties.

This article shall not be deemed a relinquishment or waiver of any kind of Section 7 of the Government Liability for Negligence Act, being Act No. 170, Public Acts of Michigan, 1964.

ARTICLE XII

A volunteer director is not personally liable to the corporation or its members for money damages for any action taken or any failure to take any action as a volunteer director, except liability for any of the following:

- (i) The amount of a financial benefit received by a director or volunteer officer to

which he or she is not entitled.

- (ii) Intentional infliction of harm on the corporation, its shareholders, or members.
- (iii) A violation of Section 551 of the Michigan Nonprofit Corporation Act;
- (iv) An intentional criminal act.
- (v) A liability imposed under section 497(a).

If the corporation obtains tax exempt status under section 501(c)(3) of the internal revenue code, the corporation assumes all liability to any person other than the corporation for all acts or omissions of a volunteer director occurring on or after the filing of the Articles incurred in the good faith performance of the volunteer director's duties.

ARTICLE XIII

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

ADOPTION OF ARTICLES

These Restated Articles of Incorporation were duly adopted by the directors of the corporation on the 19th day of June, 2019, in accordance with the provisions of section 641 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 19th day of June, 2019.

By: 
Ms. Laura Burwell, President

CONTRACT SCHEDULE 3

BY LAWS

TABLE OF CONTENTS

BY LAWS

	<u>Page</u>
Article I. Name of PSA	1
Article II. Form of Academy	1
Article III. Offices	1
1. Principal Office	1
2. Registered Office	1
Article IV. Board of Directors	1
1. General Powers	1
2. Method of Selection and Appointment	2
3. Conservator; Appointment by University President	4
4. Compensation.....	5
Article V. Meetings	5
1. Regular Meetings	5
2. Special Meetings	5
3. Notice; Waiver	5
4. Open Meetings Act	5
5. Presumption of Assent	5
Article VI. Committees	5
1. Committees	5
Article VII. Officers of the Board	6
1. Number.....	6
2. Election and Term of Office	6
3. Removal	6
4. Vacancies	6
5. President.....	6
6. Vice-President	6
7. Secretary.....	6
8. Treasurer	7
9. Assistants and Acting Officers.....	7
10. Salaries	7
11. Filling More than One Office.....	7

Article VIII.	Contracts, Loans, Checks, and Deposits; Special Corporate Acts	7
1.	Contracts	7
2.	Loans	8
3.	Checks, Drafts, etc.	8
4.	Deposits	8
5.	Voting of Securities Owned by this Corporation	8
6.	Contracts between Corporation and Related Persons	8
Article IX.	Indemnification.....	9
Article X.	Fiscal Year, Budget and Uniform Budgeting and Accounting.....	9
Article XI.	Seal	9
Article XII.	Amendments	10
Certification	10

BYLAWS
OF
Light of the World Academy

ARTICLE I
LIGHT OF THE WORLD ACADEMY

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 shall be 34705 W. 12 Mile Road, Suite 160 Farmington Hills, Michigan 48067. It must be located in the state of Michigan, and be the business office of the registered agent, as required by the Michigan Nonprofit Corporation Act.

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 Nonprofit Corporation Act or pursuant to Part 6A of the Revised School code ("Code"). The Academy Board may delegate said powers to the officers and committees of the Academy Board as it deems appropriate or necessary, as long as such delegation is consistent with the Articles, these Bylaws, the Contract and Applicable Law.

Section 2. Method of Selection and Appointment. Nomination and appointment to the Academy Board shall be handled in the following manner:

1. Method of Selection and Appointment of Academy Board Members:

- a. Initial Academy Board Member Nominations and Appointments: As part of the public school academy application, the public school academy applicant shall propose to the Director of the University Charter Schools Office (“Director”), the names of proposed individuals to serve on the initial board of directors of the proposed public school academy. When the Director recommends an initial contract for approval to the Grand Valley State University Board of Trustees (“Board of Trustees”), he/she shall include recommendations for initial Academy Board members. These recommendations may, but are not required to, include individuals proposed by the public school academy applicant. To be considered for the appointment, the nominees must have completed the required board member Questionnaire prescribed by the University Charter Schools office; and (ii) the criminal Background Check Report prescribed by the University Charter Schools Office.
- b. Subsequent Academy Board Member Nominations and Appointments: Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board of Director positions. As part of the appointment process, the Academy Board may submit to the Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The Director may or may not recommend a nominee submitted by the Academy Board. If the Director does not recommend a nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Trustees for appointment. The board of Trustees shall have the sole and exclusive right to appoint members to the Academy Board.
- c. Exigent Appointments: When the Director determines an “exigent condition” exists which requires him/her to make an appointment to a public school academy’s board of director, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy’s board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, determines that an Academy Board member’s service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.

2. Qualifications of Academy Board Members: To be qualified to serve of the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or

employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.

3. Oath / Acceptance of Office / Voting Rights: Following appointment by the Board of Trustees, Academy Board Appointees may begin their legal duties, including the right to vote, after they have signed an Acceptance of Public Office form and taken the Oath or Affirmation of Public Office administered by a member of the Academy Board, other public official or notary public.

4. Length of Term; Removal: An appointed Academy Board member is an “at will” board member who shall serve at the pleasure of the Board of Trustees for a term of office not to exceed three (3) years. Regardless of the length of term, terms shall end on June 30 of the final year of service, unless shorter due to other provisions of this resolution. A person appointed to serve as an Academy Board member may be reappointed to serve additional terms. When an Academy Board member is appointed to complete the term of service of another Academy Board member, their service ends at the end of the previous Academy Board member’s term.

If the Board of Trustees determines that an Academy Board member’s service in office is no longer required, then the Board of Trustees 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 be removed from the office by a two-thirds (2/3) vote of the Academy’s Board for cause.

5. Resignations: A member of the Academy Board may resign from office by submitting a written resignation or by notifying the Director. The resignation is effective upon receipt by the Director, unless a later date is specified in the resignation. A written notice of resignation is not required. If no such written notification is provided, then the Director shall confirm a resignation in writing. The resignation shall be effective upon the date the Director sends confirmation to the resigning Academy Board member.

6. Vacancy: An Academy Board position shall be considered vacant when an Academy Board member:

- a. Resigns
- b. Dies
- c. Is removed from Office
- d. Is convicted of a felony
- e. Ceases to be qualified
- f. Is incapacitated

7. Filling a Vacancy: The Academy Board may nominate and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the “Subsequent Appointments” and “Exigent Appointments” procedures in this resolution.

8. Number of Academy Board Member Positions: The number of member positions of the Academy Board of Directors shall be five (5), seven (7), or nine (9), as determined from time to time by the Academy Board.
9. 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:

# of Academy Board positions	# required for Quorum
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

A board member who is absent from a meeting of the board due to military duty may participate in the meeting virtually, and that member’s virtual presence will count towards quorum and allow the absent member to participate in and vote on business before the board.

10. Manner of Acting: The Academy Board shall be considered to have “acted,” when a duly called meeting of the Academy Board has a quorum present and the number of board members voting in favor of an action is as follows:

# of Academy Board positions	# for Quorum	# required to act
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

Section 3. Conservator; Appointment by University President. Notwithstanding any other provision of the Contract, in the event that the health, safety, and welfare of the Academy students, property, or funds are at risk, the University President, after consulting with the University Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The University President shall appoint the conservator for a definite term, which may be extended in writing. During the appointment, the Academy Board members are suspended and all powers of the Academy Board are suspended. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers: a) take into his or her possession all Academy property and records, including financial, board, employment, and student records; b) institute and defend board actions by or on behalf of the Academy; c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of the loans, however, the power shall be subject to any provisions and restrictions in any existing credit documents; d) hire, fire, and discipline employees of the Academy; e) settle or compromise with any debtor or creditor of the Academy, including any taxing authority; f) review all outstanding agreements to which the Academy is a party and to take those actions

which the Academy Board may have exercised to pay, extend, rescind, renegotiate, or settle such agreements as needed; and g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under the Code or this Contract.

Section 4. Compensation. By resolution of the Academy Board, Directors may be paid their expenses, if any, of attendance at each meeting of the Academy Board, subject to the statutes regarding 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 and the Standards of Conduct for Public Officers and Employees, Act No. 196 of the Public Acts of 1973, being Sections 15.341 to 15.348 of the Michigan Compiled Laws, and the statute concerning Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws.

ARTICLE V MEETINGS

Section 1. Annual and Regular Meetings. The Academy Board shall hold an annual meeting each year. The meeting shall be held at such time and place as the Academy Board of Directors shall from time to time determine. The Academy Board may also provide, by resolution, the time and place, within the state of Michigan, for the holding of additional regular meetings. The Academy shall provide notice of 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 the President or any Academy Board 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 or mailed or sent by facsimile to each Director at the Director's business address. Any Director may waive notice of any meeting by written statement, or telecopy 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. Open Meetings Act. All meetings of the Academy Board, shall at all times be in compliance with the Open Meetings Act.

Section 5. 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 matters 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 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 the 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 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 officers 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 Academy Board shall elect the officers annually as terms expire at the annual meeting of the Academy Board. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officers resigns or is removed in the manner provided in Article IV, Section 2.

Section 3. Removal. If the Grand Valley State University Board of Trustees determines that an Academy Board member's service in office is no longer required, then the Board of Trustees 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 be removed from office by a two-thirds (2/3) vote of the Academy's Board for cause.

Section 4. Vacancies. A vacancy in any office shall be filled in accordance with Article IV, Section 2.

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 be an ex-officio member of all standing committees and may be designated Chairperson of those committees by the Academy Board. The President shall, in general, perform all duties incident to the office of President of the Board as may be prescribed by the 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 the Academy Board.

Section 7. Secretary. The Secretary of the Academy shall be a member of the Academy Board. The Secretary shall perform, or cause to be performed, the following duties: (a) keep the minutes of the Academy Board meetings in one or more books provided 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 by the Academy Board.

Section 8. Treasurer. The Treasurer of the Academy shall be a member of the Academy Board. The Treasurer shall perform, or cause to be performed, the following duties: (a) keep 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 of 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 Directors shall have the power to appoint any person 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 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 shall not receive a salary unless the salary has been specifically approved by the Academy Board, subject to the statute concerning Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws. Officers of the corporation who are Directors of the corporation may not be compensated for their services. They may, however, receive traveling and other expenses.

Section 11. Filling More Than One Office. Subject to the statute concerning 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 there to. No contract into, by or on behalf of the Academy Board, shall in any way bind the University or impose any liability on the University, its trustees, officers, employees or agents.

Section 2. Loans. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Academy Board. Such authority may be general or confined to specific instances. No loan or advance to, or overdraft of funds by an officer or member of the Academy Board otherwise than in the ordinary and usual course of the business of the corporation, and on the ordinary and usual course of the business or security, shall be made or permitted. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of Grand Valley State University or impose any liability on Grand Valley State 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 corporation, shall be signed by such officer or officers, agent or agents, of the corporation 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 corporation not otherwise employed shall be deposited within three (3) business days after the receipt of the funds by 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 Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by another 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 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.

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 requirement set forth in Section 3 of the statute.

ARTICLE IX

INDEMNIFICATION

Each person who is or was a member of the Academy Board, or a trustee, 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, shall be indemnified by the corporation to the fullest extent permitted by the corporation laws of the State of Michigan as they may be in effect from time to time. 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 Board, grant rights to indemnification to any employee or agent of the corporation to the fullest extent provided under the laws of the State of Michigan as they may be in effect from time to time.

ARTICLE X

FISCAL YEAR, BUDGET AND UNIFORM BUDGETING AND ACCOUNTING

Section 1. Fiscal Year, Budget and Uniform Budgeting and Accounting. The fiscal year of the corporation shall begin on the first day of July in each year. The Board of Directors, subject to the oversight responsibilities of the University Board, shall have exclusive control of the budget. The board shall prepare and publish an annual budget in accordance with the Uniform Budgeting and Accounting Act, being Act 2 of the public laws of Michigan of 1968, as amended.

ARTICLE XI SEAL

The Academy Board may provide a corporate seal, which shall be circular in form and shall have inscribed thereon the name of the corporation, the State of Michigan and the words "Corporate Seal" and "Public School Academy."

ARTICLE XII


AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining 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 for the special meetings. Upon arrival, the Academy Board shall forward the amendment to the University Charter Schools Office. The amendment shall be automatically incorporated into Schedule 3 of the Contract upon receipt of the amendment by the University Charter Schools Office. The Academy Board is encouraged to submit proposed Bylaw changes to the Charter Schools Office, for review and comment, prior to adoption. If at any time the University identifies a provision in the Academy Board's Bylaws that violates or conflicts with applicable law or the Contract, it shall notify the Academy Board in writing and the Academy Board shall remedy the identified provision to be in concert with applicable law and the Contract.

CERTIFICATION

The Board certifies that these Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by the Academy Board on the 19th day of June 2019.

Board Secretary



Board Secretary

SCHEDULE 4

FISCAL AGENT AGREEMENT

SCHEDULE 4

FISCAL AGENT AGREEMENT

This Agreement is part of the Contract issued by the Grand Valley State University Board of Trustees ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to Light of the World 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:

"Account" means an account established by the Academy 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 of 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 Grand Valley State 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 urban high school academies for State School Aid Payments pursuant to the School Aid Act of 1979, as amended.

Section 1.02. Fiscal Agent Agreement Incorporated into Contract; Use of Contract Definitions. This Fiscal Agent Agreement shall be incorporated into and is part of the Contract issued by the University Board to the Academy. Terms defined in the Contract shall have the same meaning in this Agreement.

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 Board 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 the Contract, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within three (3) 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 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 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, the Academy shall submit to the University Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; and (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form and manner acceptable to the Fiscal Agent. No State Aid Payment Agreement and Direction document shall be effective until it is acknowledged by the University President.

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. 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 4.03. 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 4.04. 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.

Section 4.05. Deposit of Academy Funds. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of State School Aid Payments and Other Funds received by 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. The Fiscal Agent shall prepare and send to the Academy within thirty (30) days of September 1, and annually thereafter, a written report dated as of August 31 summarizing 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.

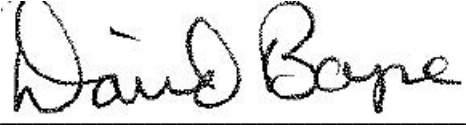
Section 6.02. Limitation of Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State and the amount of Other Funds as delivered by the source of those funds.

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 University Board to the Academy.

BY: 

David Boyne, Director
State Finance Division
Michigan Department of Treasury

Date: March 20, 2025

LAN01\148342.1
ID\LCW

SCHEDULE 5

MASTER CALENDAR OF REPORTING REQUIREMENTS



**Public School Academy / School of Excellence
Master Calendar of Reporting Requirements
July 1, 2025 – June 30, 2026**

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
July 1	Board Adopted 2025-2026 School Calendar/School Day Schedule.	CSO
July 1	Board adopted Annual Calendar of Regularly Scheduled Meetings for 2025-2026.	CSO
July 1	Board Adopted Annual Operating Budget for the General Fund and School Service Fund for 2025-2026.	CSO
July 1	Budgeted Enrollment Number for 2025-2026.	CSO
July 15	Alternative Education Data Collection – final data for 24-25 school year, if applicable.	CSO
August 1	Annual Designations – Board Resolutions for appointment of Freedom of Information Act Coordinator, Legal Counsel, School Safety Liaison, and Chief Administrative Officer for 2025-2026.	CSO
August 18	Authorizer Report: ESPs and Owner of Academy Property.	
August 28	4 th Quarter Financial Statements – quarter ending 06/30.	CSO
August 28	Hylant Insurance Policy Submission.	CSO
September 5	GVSU Check Directions (Where do we send checks for the 25-26 FY?)	CSO
September 5	Board approved Student Handbook 2025-2026.	CSO
September 5	Board adopted Employee Handbook 2025-2026.	CSO
September 5	Copy of School Improvement Plan covering 2025-2026 academic year.	CSO
September 5	School Contacts Update Certification.	CSO
September 12	Updated Waitlist Number for 2025-2026.	CSO
October 3	Staff Roster (GVSU Format).	CSO
October 3	Annual Nonprofit Corporation Information Update for 2025.	CSO
October 3	Unofficial Count Day Submission.	CSO
October 10	National Student Clearinghouse information-high schools only (see Epicenter task).	CSO
November 1	New Task: Per Public Act 214 of 2024 certification; list average salaries for new teachers, veteran teachers, and support staff on the academy website.	CSO
November 1	Audited Financial Statements for fiscal year ending June 30, 2025. (See MDE Website, https://www.michigan.gov/mde , for MDE due date).	CSO
November 1	Management Letter (comments and recommendations from independent financial auditor) for fiscal year ending June 30, 2025, if issued. If a	CSO

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
	management letter is not issued, a letter from the Academy stating a management letter was not issued is required to be submitted.	
November 1	Annual A-133 Single Audit for year ending June 30, 2025, is required if over \$750K in federal funds were expended. If a single audit is not necessary, a letter stating as such is required to be submitted.	CSO
November 3	1 st Quarter Financial Statements – quarter ending 09/30.	CSO
November 17	Alternative Education Data Collection, if applicable.	CSO
December 1	Transparency Page Update Certification.	CSO
January 9	Staff Roster (GVSU Format).	CSO
January 9	School Contacts Update Certification.	CSO
January 9	Emergency Operations Plan.	CSO
January 30	2 nd Quarter Financial Statements – quarter ending 12/31.	CSO
January 30	Board Member Annual Conflict of Interest.	CSO
January 30	Schedule 6 Certification. See task for more detail.	CSO
February 13	Annual Education Report. The deadline changes for this each year. Please be sure to check mischooldata.org for the updated templates or find them in the Epicenter Task.	CSO
April 13	Ensuring Access to Federal Funds-Significant Expansion Notice	CSO
April 30	3 rd Quarter Financial Statements – quarter ending 03/31.	CSO
May 15	Notice of Open Enrollment & Lottery Process or Open Enrollment & Lottery Process Board Policy for 2026-2027.	CSO
May 15	Offered Seat Schedule per Grade for 2026-2027.	CSO
May 15	Waitlist for 2026-2027.	CSO
June 2	Certificate of Boiler Inspection covering 2025-2026.	CSO
June 2	NWEA Counts for next academic year.	CSO
June 12	Copy of Notice of Public Hearing for Annual Operating Budget for 2026-2027. Must be published in newspaper of general circulation for at least 6 days before the hearing.	CSO
June 26	2025-2026 Log of emergency drills, including date, time, and results. See Epicenter Task for template.	CSO
June 26	Board adopted Letter of Engagement for year ending June 30, 2026, for an independent financial audit.	CSO
June 26	2024-2025 Annual Operating Budget – Final Amendment	CSO
June 26	Food service license expiring in 2026.	CSO
June 26	Scholarship Dollars awarded to graduating seniors (High Schools Only).	CSO
June 26	Total number of graduates (High Schools Only).	CSO

Ongoing Reporting Requirements

July 1, 2025 – June 30, 2026

The following documents do not have a set calendar date; however, they require submission within a certain number of days from board action or other occurrence.

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
Date notice is posted	Academy Board Meeting Record of Postings – cancellations, changes, special meetings, emergency etc. Must include time and date of actual posting. <i>Meeting schedule should be available on academy website.</i>	CSO
7 days prior to meeting	Board packet- including Agenda and all attachments. <i>Agenda should be available on academy website.</i>	CSO
14 days after Board meeting	Draft Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings.	CSO
14 days after Board approval	Approved Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings. <i>Minutes should be available on academy website.</i>	CSO
30 business days after board approval	Board Adopted Annual Operating Budget for 2025-2026 including Salary/Compensation Transparency Reporting to be available on school website per the State School Aid Act as amended.	No submission needed.
14 days after Board approval	Oath of Office and written acceptance for each Board Member.	CSO
Prior to approval by GVSU Board of Trustees	Verification of Citizenship and Michigan Residency.	CSO
10 business days after Board approval	Board adopted <i>Amended</i> Budget and General Appropriations Resolution available on school website per the State School Aid Act.	CSO
10 days of receipt	Correspondence received from the Michigan Department/State Board of Education and the Intermediate School District requiring a formal response.	CSO
10 days of receipt	Correspondence received from the Health Department requiring a formal response.	CSO
10 days of receipt	Written notice of litigation or formal proceedings involving the Academy.	CSO
30 days prior to board execution	Board proposed draft Educational Management Company Agreements or Amendments thereto.	CSO
5 business days of receipt	Request and Responses to Freedom of Information Requests.	CSO

Original/Subsequent Board Policy Reporting Requirements

July 1, 2025 – June 30, 2026

The following documents do not have a set calendar date; however, they require an original submission and subsequent submission if Board action is taken making amendments/changes.

REPORT DESCRIPTION	SUBMIT TO:
Articles of Incorporation. Must have GVSU Board approval before modifying.	CSO
Board of Director Bylaws.	CSO
Educational Service Provider Agreements/Amendments.	CSO
Academy's Educational Goals.	CSO
Office of Fire Safety (OFS-40) – original occupancy permit and permits for renovations/additions, etc.	CSO
Lease, Deed of Premises, or Rental Agreement and subsequent amendments (includes modular units).	CSO
Curriculum including any additions/deletions.	CSO
Asbestos Hazardous Emergency Response Act (AHERA) Management Plan. Visit https://www.michigan.gov/asbestos for Michigan's model management plan. A copy of the "acceptance" letter sent by MIOSHA is also required.	CSO
Communicable Disease Curriculum (including minutes of board approval).	CSO
Job Descriptions for all employee groups.	CSO
REQUIRED BOARD POLICIES <i>(this is not an all-inclusive list; additional policies may be required; requirement can be satisfied by providing a website link to all board approved policies)</i>	SUBMIT TO:
Board adopted Purchasing Policy (date of approval or revision). Reference: MCL 380.1267, MCL 380.1274	CSO
Use of Medications Policy (date of approval or revision). Reference: MCL 380.1178, 380.1178a, 380.1179	CSO
Harassment of Staff or Applicant Policy (date of approval or revision). Harassment of Students Policy (date of approval or revision) Reference: MCL 380.1300a	CSO
Search and Seizure Policy (date of approval or revision). Reference: MCL 380.1306	CSO
Emergency Removal, Suspension and Expulsion of Students Policy (date of approval or revision). Reference: MCL 380.1309; MCL 380.1312(8)&(9); MCL 37.1402	CSO
Parent/Guardian Review of Instructional Materials & Observation of Instructional Activity Policy (date of approval or revision). Reference: MCL 380.1137	CSO
Board Member Reimbursement of Expenses Policy (date of approval or revision). Reference: MCL 380.1254; MCL 388.1764b	CSO
Equal Access for Non-School Sponsored Student Clubs and Activities Policy (date of approval or revision). Reference: MCL 380.1299	CSO
Electronic or Wireless Communication Devices Policy (date of approval or revision).	CSO
Preparedness for Toxic Hazard and Asbestos Hazard Policy (date of approval or revision). Reference: MCL 324.8316, 380.1256	CSO

Nondiscrimination and Access to Equal Educational Opportunity Policy (date of approval or revision). Including, but not limited to, Michigan Constitution, Article I, §26, Elliott-Larsen Civil Rights Act, 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 Age Discrimination Act of 1975.	CSO
Academy Deposit Policy (date of approval or revision). PA 105 of 1855, being MCL 21.146, Section 11.10 of the Charter Contract	CSO
Parental Involvement Policy (date of approval or revision). Reference: MCL 380.1294	CSO
Wellness Policy (date of approval or revision). Reference: 42 USC §§ 1751, 1758, 1766; 42 USC § 1773	CSO
Corporal Punishment Policy (date of approval or revision). Reference: MCL 380.1312(8)&(9);	CSO
Anti-Bullying Policy (Matt's Safe School Law) (date of approval or revision). Reference: MCL 380.1310b	CSO
Cardiac Emergency Response Plan (date of approval or revision). Reference: MCL 29.19	CSO
Emergency Operations Plan (date of approval or revision). Reference: MCL 380.1308b	CSO
Data Breach Response Plan (date of approval or revision). The Academy Board shall design and implement a comprehensive data breach response plan that is made available to Academy personnel and Educational Service Providers.	CSO

Calendar of Additional Reporting Requirements and Critical Dates

July 1, 2025 – June 30, 2026

The following reports Academies must submit to the local ISD, MDE, CEPI and other organizations throughout the year.

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
July	2024-2025 31a Funds Report Due.	NexSys
July/August	Consolidated Applications for Federal Title Funds Due (allocation amounts posted to MDE's website in early May).	NexSys
1 st Wednesday of October	Student Count Day for State Aid FTE (90% of state funding).	No submission required.
September	SE-4094 Special Education Transportation Report from 2024-25 (Contact ISD for due date).	FID
September	SE-4096 Special Ed Actual Cost Report (Contact ISD for due date).	FID
September	*Special Education Findings–Sept. Strand Report for: B-1, B-2, B-9, B-10, and B-13. Data review and complete corrective actions if required.	Catamaran
September	Eye Protection Certificate (#4527 Certification of Eye Protective Devices, if applicable).	NexSys
September	Certification of Constitutionally Protected Prayer.	NexSys
October 1 – October 31 (as scheduled)	Teacher Certification/Criminal Background Check/Unprofessional Conduct. This is an onsite review scheduled and conducted by Quality Performance Resource Group. No submission required.	No submission needed.

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
November 1	Deadline for Immunization Records Report – IP100. (Contact Health Dept. for due date).	Local Health Dept.
November 1	Deadline for electronic submission to the Financial Information Database. State aid will be withheld if the submission is not successful.	FID
November	Deadline for MSDS FTE Count Certification.	CEPI
December 1	Registry of Educational Personnel (REP) Fall Submission.	REP
November/ December	Special Education Count on MI-CIS. Special education data must be current and updated in the Michigan Compliance and Information System (MI-CIS). This information is used to determine funding for next year (Contact local ISD for due date).	ISD
December 30	Municipal Finance Qualifying Statement, if applicable (online submission).	MI Dept. of Treasury
January	*Special Education Findings – January Strand Report for: B-11, B-12. Data review and complete corrective actions if required.	Catamaran
January	Special Education Excess Cost Report (Contact ISD for due date).	Catamaran
February 1	Deadline for Immunization Record Report–IP100 (Contact Health Dept. for due date). A financial penalty of 5% of a school’s state aid allocation can be assessed if the immunization rate is not at 90% or above.	Local Health Dept.
2 nd Wednesday of February	Supplemental Student Count for State Aid FTE (10% of state funding for next fiscal year).	No submission required.
March	FS-4731-C – Count of Membership Pupils eligible for free/reduced breakfast, lunch, or milk (official date TBD).	MDE
March	Deadline for MSDS FTE Count Certification.	ISD, CEPI
March	Special Education: Maintenance of Effort (MOE) Eligibility Test.	Catamaran
March 1 – March 31 (as scheduled)	Teacher Certification/Criminal Background Check/Unprofessional Conduct. This is an onsite review scheduled and conducted by Quality Performance Resource Group. No submission required.	No submission required.
May	*Special Education Findings–May Strand Report for: B-3, B-4, B-5, B-6, and B-13. Data review/completion of corrective actions as required.	Catamaran
June	Final year-end certification due (MSDS).	ISD, CEPI
June	School Infrastructure Database (SID).	CEPI
June	4107 – Bus inventory	CEPI (online)
June 30	Registry of Educational Personnel (REP) Submission.	REP

*Monthly special education compliance updates, all special education complaints, and the annual Maintenance of Effort (MOE) Eligibility Test and corrective measures are communicated and submitted through Catamaran. Regular monthly (or more frequently) review of special education information is recommended to assure compliance with state reporting requirements. Catamaran can be accessed at: <https://training.catamaran.partners/>. Timelines and Due Dates are located on bottom left side of the screen under *Deadlines*. User account and login information is located at: <https://catamaran.partners/Login.aspx?APPTHEME=MICIMS&ReturnURL=/>

*** The CSO may amend this document from time-to-time at its discretion.

SCHEDULE 6

**INFORMATION TO BE PROVIDED BY ACADEMY AND EDUCATIONAL
MANAGEMENT COMPANY**

SCHEDULE 6

INFORMATION TO BE PROVIDED BY ACADEMY AND EDUCATIONAL MANAGEMENT COMPANY

A. The following described categories of information are specifically included within those to be made available to the public and the University Charter Schools Office by the Academy in accordance with Section 11.17(a). Information to be Provided by the Academy, of the Terms and Conditions:

1. Copy of the Contract
2. Copies of the executed Constitutional Oath of public office form for each serving Director
3. List of currently serving Directors with name, address, and term of office
4. Copy of the Academy Board 's meeting calendar
5. Copy of public notice for all Academy Board meetings
6. Copy of Academy Board meeting agendas
7. Copy of Academy Board meeting minutes
8. Copy of Academy Board approved budget and amendments to the budget
9. List of bills paid for amounts of \$10,000.00 or more as submitted to the Academy Board
10. Copy of the quarterly financial reports submitted to the University Charter Schools Office
11. Copy of curriculum and other educational materials given to the University Charter Schools Office
12. Copy of School improvement plan (if required)
13. Copies of facility leases, mortgages, modular leases and/or deeds
14. Copies of equipment leases
15. Proof of ownership for Academy owned vehicles and portable buildings
16. Copy of Academy Board approved management contract with Educational Service Provider
17. Copy of Academy Board approved services contract(s)
18. Office of Fire Safety certificate of occupancy for all Academy facilities
19. MDE letter of continuous use (if required)
20. Local County Health Department food service permit (if required)

21. Asbestos inspection report and asbestos management plan (if required)
22. Boiler inspection certificate and lead based paint survey (if required)
23. Phase 1 environmental report (if required)
24. List of current Academy teachers and school administrators with their individual salaries as submitted to the Registry of Educational Personnel
25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff
26. Evidence of fingerprinting, criminal back-ground and record checks and unprofessional conduct check required by the Code for all Academy teachers and administrators
27. Academy Board approved policies
28. Copy of the annual financial audit and any management letters issued to the Academy Board as part of the audit
29. Proof of insurance as required by the Contract
30. Any other information specifically required under Public Act 277 of 2011

B. The following information is specifically included within the types of information available to the Academy by the Educational Management Organization (if any) in accordance with Section 11.17(b). Information to be provided by Educational Management Company, of the Terms and Conditions:

1. Any information needed by the Academy in order to comply with its obligations to disclose the information listed under (a) above.

C. In accordance with Section 11.13. Additional Required Provisions for Educational Service Provider Agreements, of the Terms and Conditions, the following categories must be clearly defined within each ESP agreement that the Academy is a party to:

1. Roles and responsibilities of the parties
2. Services and resources provided by the ESP
3. Fee or expense payment structure
4. Financial control, oversight, and disclosure
5. Renewal and termination of the agreement”

CLIENT SERVICES AGREEMENT

This AGREEMENT is signed this 21st day of May, 2025 and is effective July 1, 2025 by and between Light of the World Academy (Academy) whose address is 550 East Hamburg Street, Pickney, Michigan, 48169, and Charter HR Educational Services, LLC, a Michigan limited liability company located at 528 4th Street NW, Grand Rapids, MI 49504 (hereinafter “Charter HR Educational Services, LLC”).

RECITALS

- A) The Academy is a Michigan public school academy organized to provide public school instruction pursuant to a contract, dated July 1, 2022, with renewal date of July 1, 2025 (“Contract”), issued by the Grand Valley State University (“Authorizer”)
- B) The Academy operates a public-school academy under the direction of the Academy’s Board of Directors (“Board”).
- C) Charter HR Educational Services, LLC is a Michigan corporation with its offices at 528 4th Street NW, Grand Rapids, MI 49504.
- D) Charter HR Educational Services, LLC offers to Michigan public school academies employee administration and human resource management services including, but not limited to, staff employment, payroll, benefit administration, staff management and other similar services.
- E) The Academy desires to engage Charter HR Educational Services, LLC to perform certain services upon the terms and conditions set forth in this Agreement and pursuant to its authority, the Academy hereby contracts with Charter HR Educational Services, LLC, to the extent permitted by law, specified functions relating to the educational, human resource administration and staff management services.

THEREFORE, the parties agree as follows:

1. Services Provided by Charter HR Educational Services, LLC. Charter HR Educational Services, LLC shall provide services as outlined in this Agreement.
 - a) Selection of Employees. Charter HR Educational Services, LLC shall employ and assign to the Academy all such administrative staff, classroom teachers, instructors, and support staff as may be necessary to accomplish the educational mission of the Academy consistent with the Academy Board’s approved budget (the “Covered Employees”), which shall include a qualified and certified school leader (the “Chief

Administrator”). The Chief Administrator assigned to the Academy at the commencement of this Agreement shall be Lexi Salisbury. Charter HR Educational Services, LLC shall comply with all Federal and State statutes and administrative requirements including, but not limited to, the Immigration Reform and Control Act.

b) Employee Agreements and Compensation. Charter HR Educational Services, LLC shall have the exclusive right to set all terms and conditions of such employment, which shall be established in a written employment agreement between Charter HR Educational Services, LLC, and each employee. Charter HR Educational Services, LLC agrees that employment agreements with its staff assigned to the Academy (including by way of example and not limitation, administrators, teachers, counselors and the like) shall not contain non-compete agreements of any nature. Compensation for the Covered Employees including, but not limited to, health care and retirement benefits, shall be established by the Academy Board of Directors through its budget and implemented by Charter HR Educational Services, LLC. Information regarding all costs, including the employment costs, annual salary and benefit costs by individual assigned to the Academy by Charter HR Educational Services, LLC, will be provided to the Board by Charter HR Educational Services, LLC upon request.

c) Health Care Insurance. Charter HR Educational Services, LLC shall provide comprehensive medical care insurance to all qualified employees assigned to the Academy who are not covered by a spouse’s plan. In addition, Charter HR Educational Services, LLC shall be responsible for COBRA compliance and continuation of health benefit plans to terminated employees and qualified dependents, subject to the continuation of this Agreement. If this Agreement terminates, all responsibilities with regard to continuation of health insurance cease consistent with Federal and State statutes.

d) Retirement Plan. Charter HR Educational Services, LLC shall make available to all qualified employees assigned to work at the Academy under this Agreement a retirement plan pursuant to IRC Section 401(k).

e) Payroll Taxes. Charter HR Educational Services, LLC shall report and pay all applicable federal, state and local employee and employer payroll taxes from Charter HR Educational Services, LLC’s own accounts. Charter HR Educational Services, LLC will comply with all local, state and federal record keeping requirements.

f) Payroll Records. Charter HR Educational Services, LLC shall maintain and verify all required payroll and benefit records.

g) Policies and Procedures. All payroll, benefit and personnel policies and procedures shall be established by Charter HR Educational Services, LLC. Charter HR Educational Services, LLC will provide all such policies and procedures to the Academy upon request.

h) Worker's Compensation Insurance. Charter HR Educational Services, LLC shall maintain Worker's Compensation insurance during the term of this Agreement on all employees assigned to work at the Academy under this Agreement. Charter HR Educational Services, LLC shall provide a Certificate of Insurance to the Academy verifying coverage of Worker's Compensation insurance.

i) At-Will Employment Relationship. Charter HR Educational Services, LLC, through the Chief Administrator, has the exclusive right to select staff for employment and to terminate with or without cause any employee with advance written notice to the Chief Administrator and Board. Before selecting a new Chief Administrator, the Academy shall be given an opportunity to interview the candidate and to consent to the placement of the candidate at the Academy.

j) Implementation and Supervision of Policies and Procedures. During the term of this Agreement, Charter HR Educational Services, LLC shall have the exclusive right and authority to implement and supervise personnel policies and procedures relating to Covered Employees. Charter HR Educational Services, LLC shall make good faith reasonable efforts to act in the best interest of the Academy with regard to its policy and procedure in exercising control over Covered Employees. The Academy agrees to cooperate and oversee Charter HR Educational Services, LLC in the implementation and supervision of all such policies and procedures.

k) Hiring, Evaluating, Supervising, Disciplining and Firing. Charter HR Educational Services, LLC, through the Chief Administrator, shall have responsibility for the hiring, evaluating, supervising, disciplining and firing of Covered Employees consistent with the Academy's approved budget. Charter HR Educational Services, LLC shall consult with the Chief Administrator concerning any hiring, evaluating, disciplining, and firing before formal action is taken. The Academy's Board will have input on the selection and evaluation of the Chief Administrator.

l) Charter HR Educational Services, LLC may, at its sole discretion, engage Axios HR, LLC, as a third-party vendor/co-employer to perform certain human resources functions or payroll services, in connection with this Agreement. Notwithstanding any such Charter HR Educational Services, LLC, remains fully responsible for, and will not be relieved of, any of its obligations or liabilities under this

Agreement. The use of a third-party vendor will not diminish, limit, or otherwise affect Charter HR Educational Services, LLC duties to fulfill all terms and conditions of this Agreement.

m) On-site Supervision and implementation of Educational Program.

Charter HR Educational Services, LLC is responsible for on-site employee supervision for Covered Employees through the Chief Administrator located at the physical location of the Academy. The Chief Administrator is responsible for onsite supervision of staff provided or employed by other staffing providers that may be retained by the Board at the Academy from time-to-time. The Chief Administrator will supervise the overall operation of the Academy and keep the Board informed of employment, educational, operations, and other related matters at the school. The Chief Administrator shall be an employee of Charter HR Educational Services, LLC and shall assist Charter HR Educational Services LLC with its administrative and personnel responsibilities on the Academy's premises.

The Board retains the responsibility for determining the fiscal and academic policies that will govern the operation of the Academy. Under the policy direction of the Board, Charter HR Educational Services, LLC through the Chief Administrator shall implement the educational goals and programs set forth in the Contract, and as established by the Board 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. No changes in the educational goals and programs shall be implemented without the prior approval of the Academy's Board and the Authorizer. The Academy Board is responsible for the monitoring of academic outcomes pursuant to its Charter Contract. The Academy's Board shall notify Charter HR Educational Services, LLC of any dissatisfaction with these services. Charter HR Educational Services, LLC shall make good faith reasonable efforts to act in the best interests of the Academy with regard to the Academy's policies and procedures. Charter HR Educational Services, LLC shall ensure that the Chief Administrator follows all appropriate guidelines concerning Charter HR Educational Services, LLC's oversight of Covered Employees and complies with all Charter HR Educational Services, LLC directives dealing with its responsibilities under this Agreement.

2. Charter HR Educational Services, LLC Requirements.

a) Compliance with Applicable Criteria. Charter HR Educational Services, LLC assumes sole responsibility for assuring that all services set forth in

Paragraph 1 provided by Charter HR Educational Services, LLC are provided in compliance with and conform to (i) all applicable federal, state and local government laws, rules and regulations, including, but not limited to all civil rights laws, Bullard-Plawecki Employee Right to Know Act, Whistleblower's Protection Act, Fair Labor Standards Act, and Fair Credit Reporting Act; (ii) all pertinent policies of those accrediting agencies from which the Academy have secured or is seeking accreditation, including but not limited to the Authorizer and the Michigan Department of Education; and (iii) all other applicable written policies of the Academy as communicated to Charter HR Educational Services, LLC through the Chief Administrator, or the Academy Board. Charter HR Educational Services, LLC, through the Chief Administrator, shall promptly provide to the Academy, within seventy-two hours of receipt, all notices, reports or correspondence from individuals or governmental agencies that assert claims, deficiencies or charges against the Academy, employees assigned to the Academy or Charter HR Educational Services, LLC.

b) Compliance with Applicable Law. Charter HR Educational Services, LLC shall comply with all applicable federal, state and local employment laws.

c) Compliance with Authorizer ESP policies. Charter HR Educational Services, LLC will be responsible for complying with Authorizer ESP policies as applicable to the services rendered under this Agreement. Charter HR Educational Services, LLC will be responsible for supplying only information that they have in their possession in regard to the Services included in this Agreement.

d) Compliance with the Academy's Charter Contract. Charter HR Educational Services, LLC agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Contract issued by the Authorizer. The provisions of the Contract shall supersede any competing or conflicting provisions contained in this Agreement.

e) Compliance with Section 503c. On an annual basis, Charter HR Educational Services, LLC agrees to provide the Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Board 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.

f) Compliance with Section 11.23 of Contract Terms and Conditions. Charter HR Educational Services, LLC shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 6 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 11.23(a) of the Contract Terms and Conditions.

g) Records. Charter HR Educational Services, LLC, through the Chief Administrator, shall maintain actual time records and verify the accuracy of all wage hour information provided to Charter HR Educational Services, LLC at the end of each pay period. Charter HR Educational Services, LLC shall supply all wage and salary reports to the Academy at the end of each pay period. The Academy shall not pay any wages, salaries or other compensation, including employee benefits, to Covered Employees subject to Section 1b above but shall reimburse Charter HR Educational Services, LLC for all such wages, salaries or other compensation, including employee benefits, to Covered Employees pursuant to Section 5b below.

3. The Academy's Requirements. The Academy shall provide and be responsible for the following:

a) Personnel Requirements. Advise Charter HR Educational Services, LLC, through the Chief Administrator, of the teachers, instructors, and administrators required by the Academy, consistent with its approved budget, to perform its mission. The Academy shall be responsible for procuring any required personal training and development. The Academy remains primarily responsible for staff recruitment and may retain vendors to assist in the recruitment and placement process.

b) Insurance. Maintain all necessary insurance in accordance with Paragraph 8 of this Agreement.

c) Financial Reports. Prepare all annual budgets and all required financial reports for the Academy in accordance with the relevant provisions of the Uniform Budgeting and Account Act MCL 141.421, et seq. The Board is responsible for establishing, approving, and amending the annual budget in accordance with applicable law. Additionally, the Board is responsible for determining the budget reserve amount included as part of the Academy's annual budget, 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.

d) Employee Benefits. The Academy shall provide to Charter HR Educational Services, LLC a written statement with regard to all policies concerning employee benefits, if any. These policies shall comply with all federal, state and local governmental laws and regulations.

e) Confidential Information. The Academy shall be solely responsible for instituting and maintaining policies and procedures for handling confidential information, money or other valuables of staff assigned to the Academy. Charter HR Educational Services, LLC may require bonding of such individuals. The Academy shall give Charter HR Educational Services, LLC written notice of such individuals. It shall be the sole responsibility of the Academy to establish policies and procedures to protect such valuables.

f) Discipline, Layoff, or Termination of Employees. The Academy agrees to comply with all Charter HR Educational Services, LLC personnel directives, both general and specific, regarding the discipline, layoff, or termination of the Covered Employees. The Academy further agrees to immediately notify Charter HR Educational Services, LLC of any material change in the current business operations of the Academy.

g) Personnel Issues. In the event the Academy becomes dissatisfied with the performance of any individual Charter HR Educational Services, LLC employee assigned to the Academy, Charter HR Educational Services, LLC shall be notified, in writing, setting forth the nature of the dissatisfaction, the proposed remedial action, and any specific action requested. All decisions regarding the disposition of such requests are at the sole discretion of Charter HR Educational Services, LLC.

h) Applicant/Employee Background Checks. Charter HR Educational Services, LLC, or its designated subcontractor shall be responsible for performing all pre-employment, and any employment related background, license and eligibility review and other screening and investigation; however, Charter HR Educational Services, LLC shall perform all criminal records check and unprofessional conduct check activities required by federal, state or local law, including the Michigan Revised School Code (the "Code"), of Covered Employees. The parties acknowledge that currently such checks may be undertaken by a designated Academy board member using the methodology recommended by the Michigan State Police. The results of the screening and investigation will be reported to Charter HR Educational Services, LLC in a manner that accords with applicable law (e.g. "red light"/ "green light" letter. All costs or fees incurred by Charter HR Educational Services, LLC in connection with the screening and investigation shall be billed to and paid by the Academy. The results of the screening

and investigation of pre-employment records must be made available for review by the Authorizer's Charter Schools Office in the manner and form compliant with applicable law. The parties shall develop a written policy and procedure that complies in all aspects with applicable law and the requirements of the Michigan State Police for the performance of the background and unprofessional conduct checks described herein, which shall be incorporated into the Board policy manual.

i). Audit. The Academy shall select and retain its independent auditor to perform the annual financial audit in accordance with the Charter Contract and applicable state law. The Academy retains full responsibility for overseeing and assisting the auditor in completing the audit.

j). Building Facility. The Academy's Board is responsible for the acquisition, management and maintenance of building facilities that comply with all of the requirements of the Contract and applicable law. The Covered Employees may assist in the fulfillment of these objectives.

k). Curriculum. The Academy is responsible for developing and providing Charter HR Educational Services, LLC with an approved curriculum to implement in the educational program.

l). Funding. The Academy shall direct and authorize Charter HR Educational Services, LLC on which federal, state, or local funding grants or applications that Charter HR Educational Services should apply for on behalf of the Academy. The Academy is responsible for any direct costs associated with applying for such grants or applications.

m). Oversight. Notwithstanding any other provision in this Agreement to the contrary, the Board is responsible for the supervision, governance and oversight of the Academy. Nothing in this Agreement shall be construed as delegating to Charter HR Educational Services, LLC any of the powers or authority of the Board that are not subject to delegation by the Board under Michigan law or the Contract.

4. Term of Agreement. This Agreement shall commence on July 1, 2025, through June 30, 2026. If the Academy and/or Charter HR Educational Services, LLC becomes obligated for MPERS or an unexpected fee or tax is instituted (e.g. State service tax fee), either party may terminate this Agreement at any time upon providing ninety (90) days' notice to the other party. Termination of this Agreement shall not affect the continuation of the obligations of either party incurred during the term of the Agreement. The term of this Agreement shall not exceed the length of the Contract. If

the Authorizer decides to exercise its prerogative under MCL 380.507(7) and/or the Contract to reconstitute the Academy by requiring termination or amendment of the Agreement, the parties agree that such termination or amendment shall be accomplished as required by the Authorizer, that there shall be no cost or penalty to the Academy, and that there is no recourse to the Authorizer or any third party affiliated with or engaged by the Authorizer, by Charter HR Educational Services, LLC or any subcontracted person or entity of Charter HR Educational Services, LLC.

5. Fees. The Academy shall pay Charter HR Educational Services, LLC the following fees for the services rendered under this Agreement:

a) Service Fee. A Service Fee shall be charged to the Academy for all Covered Employees assigned to the Academy equal to \$68.33 per employee per payroll ("Service Fee"). The Service Fee is calculated without regard to individual limitations on wages for purposes of determining the amount of unemployment taxes. The Service Fee shall be billed once per pay period and due 48 hours prior to payday of the pay period with said billing including an itemized, detailed breakdown of all costs, fees and expense (i.e. salary and payroll; FUTA; SUTA; Workers Compensation; FICA, a breakdown of fringe benefits, by benefit; etc. Subject to Paragraph 41 of this Agreement, the Service Fee may also be adjusted through an addendum to this Agreement if the parties agree, in writing, to modify the services provided by Charter HR Educational Services, LLC.

b) Payroll Costs. Payroll costs will be charged, in addition to the service fee, equal to Gross Payroll and associated payroll costs including FICA, FUTA, SUTA, Workers Compensation and any additional taxes passed by the State and/or Federal government during the term of this Agreement. All benefits provided under Paragraph 1 d) and 1 e) will be billed to the Academy on a pay period basis. Charter HR Educational Services, LLC will provide written notice within five (5) business days of receiving notice of an increase to any of the costs other than the Service Fee costs and include said increase as of the effective date of the increase. However, this provision shall not apply to a change in payroll costs which may vary because of a change in hours worked by employees. The Academy, at its election, may respond to the written notice of cost increase by issuing notice to cancel effective ninety (90) days after the date of cost increase.

6. Additional Costs, Fees and Expenses. The Academy shall pay all additional costs or expenses incurred by Charter HR Educational Services, LLC that are incidental

to the performance of this Agreement and that have prior approval of the Academy's Board President or his/her designee. These additional costs, fees or expenses may include, but are not limited to, employee replacement/recruiting costs, applicant/employee background checks, hiring temporary personnel, substitute teachers, fidelity bonding, and employee training programs.

7. Payment of Costs, Fees and Expenses. The Academy shall execute an electronic bank wire transfer to Charter HR Educational Services, LLC at least 48 hours prior to each payroll date, from the designated the Academy's account in an amount equal to the Services Fees, Payroll costs described in Paragraph 5 and Costs, Fees and Expenses described in Paragraph 6 of this Agreement, upon receipt of a detailed billing. If there is any disputed amount to an invoice, the non-disputed amount shall be ratified. If there is a disputed amount, whether ratified by the Academy's Board or not, the parties shall meet within fourteen (14) days to discuss and attempt to resolve the disputed amount prior to submitting the matter to arbitration as addressed in Paragraph 12. Any errors in payment of costs, fees and expenses will be promptly corrected with the parties acting in good faith and with reasonable efforts

8. Insurance. Charter HR Educational Services, LLC and the Academy shall maintain such policies of insurance as required by the Contract, the Michigan Universities Self-Insurance Corporation ("M.U.S.I.C."), and applicable law. Charter HR Educational Services, LLC's insurance is separate from and in addition to the insurance the Board is required to obtain under the Charter. Each party shall, upon request, present evidence to the other and the Authorizer that it maintains the requisite insurance in compliance with the provisions of this Paragraph. In the event that the Authorizer or M.U.S.I.C. requests any change in coverage by Charter HR Educational Services, LLC, Charter HR Educational Services, LLC 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 is provided to Charter HR Educational Services, LLC and the Academy. Each party shall comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable. The Academy will be billed in September of each year the cost for Charter HR Educational Services, LLC's costs for procuring M.U.S.I.C. insurance that are directly attributable to the Academy in one lump sum, billed as a separate line item on one of the September invoices.

9. Safety Requirements. The Academy and Charter HR Educational Services, LLC shall comply with all safety, health and work laws, regulations and rules. The Academy and Charter HR Educational Services, LLC shall also comply with all safe work

practices and use of protective equipment required by federal, state or local law. The Academy will reimburse at direct cost any required safety equipment, mandatory safety training, or PPE required by Federal, State or Local regulation. All accidents involving employees shall be reported immediately to Charter HR Educational Services, LLC by the Chief Administrator. The Academy shall cooperate with Charter HR Educational Services, LLC's Worker's Compensation carrier and liability insurance carrier who shall have the right to inspect the Academy properties.

10. Termination of Agreement.

a) By Charter HR Educational Services, LLC. Charter HR Educational Services, LLC, in its sole discretion, may terminate this Agreement, relieving it of all further responsibility under this Agreement, as of the ending date of the last payroll period immediately preceding any of the following events:

- i) Academy files for bankruptcy or becomes insolvent;
- ii) The facility where employees are engaged in work for the Academy is closed;
- iii) Academy requests a layoff of 25% of the workforce;
- iv) Academy and its successors and assigns discontinue operation;
- v) Academy meets the definition of a financially distressed business as set forth in the Worker Assistance and Retraining Notification Act.
- vii) Any other reason set forth in this Agreement, including as identified in Paragraph 4 of this Agreement, that constitutes a default under the Agreement or allows Charter HR Educational Services, LLC to terminate this Agreement.
- viii) Failure of the Academy to timely make payment(s) required by this Agreement or reduces the amount invoiced by more than \$5,000.00 of the contested invoice.

b) By Academy. The Academy may terminate this Agreement prior to the end of the term specified in Paragraph 4 in the event that Charter HR Educational Services, LLC shall fail to remedy a material breach within sixty (60) days after notice from the Board, provided however that if the nature of the breach is such that the cure cannot be reasonably accomplished within sixty (60) days, then the cure period shall be extended for an additional thirty (30) days if Charter HR Educational Services, LLC

proceeds to cure with reasonable dispatch. Notwithstanding the above, the notice requirement for breach by reason of 10.b.(i) or (vi) below is thirty (30) days. Material breach includes, but is not limited to:

- i) Charter HR Educational Services, LLC's failure to account for its expenditures or to pay its obligations as specifically noted in this agreement (provided funds are available to do so);
- ii) Failure of Charter HR Educational Services, LLC to follow policies, procedures, rules, regulations or curriculum duly adopted by the Board and communicated to Charter HR Educational Services, LLC, provided that such policies, procedures, rules, regulations or curriculum are not inconsistent with the Contract, as amended, this Agreement, or in violation of applicable law;
- iii) Receipt by the Board of unsatisfactory reports from Charter HR Educational Services, LLC or from an educational consultant retained by the Board about matters concerning Charter HR Educational Services, LLC's performance or the performance of the staff which are not reasonably corrected or explained;
- iv) Charter HR Educational Services, LLC's failure to abide by all applicable laws in its administration of this Agreement;
- v) Charter HR Educational Services, LLC files for bankruptcy or becomes insolvent;
- vi) Charter HR Educational Services, LLC discontinues operations;
- vii) Charter HR Educational Services, LLC meets the definition of a financially distressed business as set forth in the Worker Assistance and Retraining Notification Act; or
- viii) Any other reason set forth in this Agreement, including as identified in Paragraph 4 of this Agreement, that constitutes a default under the Agreement or allows the Academy to terminate this Agreement.

c) In the event the Academy terminates this Agreement pursuant to this Paragraph, the Academy shall pay all charges due under this Agreement through the last date of services provided by Charter HR Educational Services, LLC.

d) The Academy has the right to terminate the Agreement without prior notice if the Authorizer threatens to terminate the Contract unless this Agreement is not terminated.

e) If the Contract issued by Authorizer is suspended, reconstituted, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically terminate on the same date as the Academy's Contract is suspended, reconstituted, revoked, terminated or expires without further action of the parties.

f) Amendment Caused By Site Closure or Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the Michigan Department of Education under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507 , and the Contract, and such closure of an Academy site or reconstitution causes an amendment to or termination of this Agreement, the parties agree that this Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and Charter HR Educational Services, LLC shall have no recourse against the Academy or the Authorizer for implementing such site closure or reconstitution."

g) The provisions of Paragraph 12 pertaining to arbitration of disputes shall not operate to limit the parties' rights to terminate under this paragraph.

11. Indemnification.

a) Charter HR Educational Services, LLC. Charter HR Educational Services, LLC shall indemnify and hold the Authorizer and the Academy, including its officers, directors, and agents, harmless from any and all third-party claims, actions, damages, expenses, losses or awards, including employment related claims by Charter HR Educational Services, LLC employees or applicants, administrative determinations, judgments, damages, reimbursements, back pay, penalties, fines, costs or loss, demands, suits, including reasonable attorney's fees or other forms of liability that may arise out of, or by reason of (i) the negligence or intentional misconduct of Charter HR Educational Services, LLC, (ii) any action taken or not taken by Charter HR Educational

Services, LLC, or (iii) any noncompliance or breach by Charter HR Educational Services, LLC of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement made at the sole direction of Charter HR Educational Services, LLC. This indemnification shall include any failure on the part of Charter HR Educational Services, LLC that results in violations of federal, state and local laws and regulations. Charter HR Educational Services, LLC shall not be responsible to indemnify the Academy for the acts or omissions of an unlicensed individual that occur when that individual is not under the supervision of a Covered Employee. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to the Academy and shall be not less than \$1,000,000 per occurrence. As used herein, Charter HR Educational Services, LLC shall include directors, officers, agents and attorneys. Charter HR Educational Services, LLC shall list the Academy as an additional insured on the policies required under this Agreement.

b) Academy. To the extent not prohibited by the Contract or applicable law, the Academy hereby agree to indemnify, defend, and hold Charter HR Educational Services, LLC harmless from and against any and all third-party claims, actions, damages, expenses, losses or awards which arise out of (i) the negligence or intentional misconduct of the Academy Board, (ii) any action taken or not taken by the Board, or (iii) any noncompliance or breach by the Academy of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement made at the sole direction of the Academy. As used herein, the Academy shall include directors, officers and attorneys. This indemnification shall include any failure on the part of the Academy for violations of federal, state and local laws and regulations. The Academy shall not indemnify Charter HR Educational Services, LLC for acts or omissions of an unlicensed individual that may occur when that individual is not under the supervision of the Academy. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to Charter HR Educational Services, LLC and shall be not less than \$1,000,000 per occurrence. The Academy shall list Charter HR Educational Services, LLC as an additional insured on the policies required by this Agreement. Notwithstanding anything in this Agreement to the contrary, the Board shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity.

c) Indemnification of Authorizer. The parties acknowledge and agree that the Authorizer, 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, Charter HR Educational Services, LLC 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, Charter HR Educational Services, LLC preparation for or operation of the Academy, or which are incurred as a result of the reliance by the University upon information supplied by Charter HR Educational Services, LLC, or which arise out of Charter HR Educational Services, LLC failure to comply with the Contract or applicable law. The parties expressly acknowledge and agree that the University may commence legal action against Charter HR Educational Services, LLC to enforce its rights as set forth in this section of the Agreement

12. Arbitration. In the event of a dispute regarding a breach, alleged breach, validity or interpretation of any provision of this Agreement, both the Academy and Charter HR Educational Services, LLC agree to submit such disputes, except as either party may be seeking injunctive relief, to final and binding arbitration as the sole and exclusive remedy for such disputes. Said disputes shall be submitted to the Michigan Mediation and Arbitration Services ("MMAS") and governed by the Michigan Court Rules and Michigan Arbitration Act.

The arbitration hearing will be held in Kent County and will be the exclusive remedy for resolving the disagreement. Either party may file for arbitration but must do so with MMAS within one hundred twenty (120) calendar days of the event precipitating the disagreement, or within the applicable statute of limitations, whichever is sooner.

If arbitration is requested by either the Academy or Charter HR Educational Services, LLC, the parties shall be entitled to be represented by attorneys and/or counsel of their choice. The parties shall equally split the filing fee, and any administrative fees or costs assessed by MMAS, regardless of who requests the arbitration. The parties will

split the arbitrator's compensation, and each party will pay its own costs and attorney fees in connection with the arbitration, except as those costs and fees may be reallocated by the arbitrator in the award of damages in accordance with this Agreement or the relevant state or federal statute.

If arbitration is requested, the arbitrator shall allow both parties the right to conduct limited and reasonable discovery, which may include depositions, and for a period of time necessary for the parties to reasonably prepare for the arbitration hearing. The arbitrator is authorized to issue subpoenas to summon witnesses.

The arbitrator may award any and all remedies allowable by the cause of action pled in the request for arbitration, including but not limited to equitable relief and money damages. The arbitrator shall issue a written decision, containing his/her findings of fact and conclusions of law. The Authorizer shall be notified of said decision and, upon request, the cause opinion shall be made available. The arbitrator's award will be final and binding on both parties and may be enforced in a court of competent jurisdiction.

This Arbitration clause shall not operate to negate the parties' respective rights to terminate the Agreement under paragraph 10. All arbitration rights shall survive the termination of the Agreement.

13. Entire Agreement. This document, being executed in multiple and identical counterparts all of which shall constitute part of the Agreement, contain the entire Agreement between the parties with regard to the subject matter of this Agreement. All previous negotiations, statements and preliminary instruments of the parties and their respective representatives are merged into this Agreement. No modification of this Agreement shall be valid or binding unless such modification is in writing, approved by the Board, dated and signed by the authorized representative of each party. Any modification to this Agreement must be done in a manner consistent with the Authorizer's Educational Service Provider Policies. The conditions of this Agreement extend to and bind the subsidiaries, successors and assigns of each party.

14. Notices. All notices required or permitted by this Agreement shall be in writing and delivered personally or by first class mail, postage prepaid to the address of each party as follows:

The Academy:

Attn: Board President

550 East Hamburg Street

Pinckney, Michigan, 48169

Charter HR Educational Services, LLC:

Attn: President

528 4th Street NW

Grand Rapids, MI 49546

With a copy to:

Robert J. Gavin
Shifman & Carlson, P.C.
33533 W. 12 Mile Road, Suite 295
Farmington Hills, MI 48331

Kellie Barcheski
59 Peartree Lane NE
Grand Rapids, MI 49546

If one of the parties to this Agreement changes his/her or its address, they shall within thirty (30) days notify the other party, in writing, of the new address. Notice shall be deemed received on the date it is delivered or mailed. The parties agree to provide simultaneously unofficial copies of all notices electronically to the email on record for both Charter HR Educational Services, LLC and the Academy Board President.

15. Responsibility or Performance of Agreement. Each party, their successors and assigns shall be jointly and severally responsible for the performance of their obligations under this Agreement.

16. Severability and Validity. The invalidity or unenforceability of any provision or part of this Agreement shall not affect the validity or enforceability of any other provision or part of this Agreement.

17. Contract Interpretation. The Parties acknowledge that this Agreement and the language contained in this Agreement are the result of negotiations between the parties and no part of this Agreement shall be construed against either party by virtue of authorship.

18. No Third-Party Rights. This Agreement is intended solely for the benefit of Charter HR Educational Services, LLC and the Academy, and it shall not be construed to create any benefits for or rights in any other person or entity, including employees, students, or their representatives except as otherwise expressly provided herein.

19. Waiver of Breach. The waiver by one party to this Agreement of a breach of this Agreement by the other party shall not operate as or be construed as a waiver of any subsequent breach or breaches by the other party.

20. Caption Headings. The captions headings for each provision of this Agreement are not part of this Agreement nor shall they be used to construe the provision more broadly or narrowly than the text would indicate.

21. Necessary Documents. The parties shall execute all necessary documents required to carry out the terms and intent of this Agreement.

22. Governing Law. The Agreement shall be construed under the law of the State of Michigan.

23. Counterparts. This Agreement may be executed in identical counterparts, each of which shall be deemed an original.

24. Assignment. The Agreement may not be assigned by either party without the written consent of the other party, prior approval of the Board, except that Charter HR Educational Services, LLC may assign its rights and duties to an entity within the Charter HR Educational Services, LLC organization upon 60 days' written notice to the Board and provided the Board approves said assignment. However, this Agreement shall not be assignable without prior notification to, and review by, the Authorizer to ensure compliance with the Contract, applicable law, and Authorizer policies.

25. Board's Constitutional Duty. No provision of this Agreement shall or is intended to interfere with the Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Academy as provided under the Contract and Michigan law. This Agreement does not prohibit the Academy from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.

26. Governmental Immunity. No provision of this Agreement is intended to restrict the Board from waiving or requiring it to assert its governmental immunity. Nothing in this paragraph shall prohibit Charter HR Educational Services, LLC from asserting any defense that may be available to it under this Agreement or under Michigan law.

27. Financial, Educational, and Student Records. Financial, educational, and student records pertaining to the Academy are the Academy's property, and such records may be subject to the provisions of the Michigan Freedom of Information Act. All Academy records shall be physically or electronically available, upon request, at the Academy's physical facilities and shall be kept in accordance with applicable state and federal requirements. Except as permitted under applicable law, Charter HR Educational Services, LLC shall not restrict the Authorizer's, the public's, or the independent auditor's access to the Academy's records consistent with applicable statutes.

a) Certain Prohibitive Conduct Regarding Personally Identifiable Information. Except as permitted under the Code, Charter HR Educational Services, LLC shall not sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of an Academy student's education records.

b) Certain Prohibitive Conduct Regarding the Academy Student Records. If Charter HR Educational Services, LLC receives information that is part of an Academy

student's education records, Charter HR Educational Services, LLC shall not sell or otherwise provide the information to any other person except as permitted under the Code.

c) For purposes of paragraphs a) and b) above, the terms "education records" and "personally identifiable information" shall have the same meaning as those terms in section 1136 of the Code, MCL 380.1136.

28. Independent Auditor. Charter HR Educational Services, LLC shall not select or designate the independent auditor, accounting firm or legal counsel for the Academy. All finance and other records of Charter HR Educational Services, LLC relating to the Academy will be made available to the Academy, the Academy's independent auditor and the Authorizer upon request.

29. Procurement of Equipment, Materials, and Supplies. If Charter HR Educational Services, LLC procures equipment, materials, and supplies at the request of or on behalf of the Academy, Charter HR Educational Services, LLC shall not include any added fees or charges with the cost of the equipment, materials, and supplies purchased from third parties. Any equipment, materials, or supplies purchased by Charter HR Educational Services, LLC on behalf of or as the agent of the Academy are the property of the Academy. When making a purchase on behalf of or as agent of the Academy, Charter HR Educational Services, LLC shall comply with the Revised School Code including, but not limited to, sections 1267 and 1274 of the Code, MCL 380.1267 and MCL 380.1274, as if the Academy were making these purchases directly from a third party supplier or vendor.

30. The Academy Proprietary Rights. The Academy owns all proprietary rights to curriculum, educational or management materials that:

- a) are either directly developed or paid for by the Academy;
- b) are developed by staff assigned to work at the Academy.

All educational materials and teaching techniques used by the Academy may be subject to disclosure under the Revised School Code and the Freedom of Information Act.

31. Charter HR Educational Services, LLC Proprietary Rights. Charter HR Educational Services, LLC owns all proprietary rights over curriculum, educational or management materials:

- a) previously developed or copyrighted by Charter HR Educational Services, LLC or

b) developed by Charter HR Educational Services, LLC for the Academy with its own funds independent of the Service Fees under this Agreement.

All educational materials and teaching techniques are subject to disclosure under the Code and the Freedom of Information Act.

32. Employment Liability. Charter HR Educational Services, LLC is the sole employer of record for employee compensation, collection of payroll taxes and withholdings, worker's compensation and unemployment liability and payment of benefits, for the Covered Employees. Charter HR Educational Services, LLC accepts full liability and is responsible for paying all salaries, benefits, payroll taxes, worker's compensation, unemployment compensation and liability insurance for its Covered Employees assigned to the Academy or working on the Academy operations irrespective of whether Charter HR Educational Services, LLC receives an advancement of its costs or the payment of services from the Academy.

Charter HR Educational Services, LLC shall hold a security deposit from the Academy equivalent to 1.5 full payroll period invoice for all Covered Employees. In the event that the Academy does not provide payment of an invoice, Charter HR Educational Services, LLC will use a portion of the security deposit equal to the full invoice for all Covered Employees. The deposit will be held in an interest-bearing account and will be returned to the Academy, including interest, at the termination of services with Charter HR Educational Services, LLC.

33. Marketing and Development. Should Charter HR Educational Services, LLC provide marketing and development services to the Academy, the cost paid by or 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 Charter HR Educational Services, LLC.

34. Budget CAO. Pursuant to the Uniform Budget and Accounting Act, MCL 141.422b, the Board is responsible for designating the Chief Administrative Officer ("CAO") of the Academy for budgeting purposes. If the Academy employs a superintendent or a person having general administrative control, then the Board may designate that employee as the CAO of the Academy. If the Academy does not employ a superintendent or person having general administrative control, then the Board shall designate a Board member as the CAO of the Academy. No owner, officer, director or employee of Charter HR Educational Services, LLC shall be designated as the CAO of

the Academy, but a Charter HR Educational Services, LLC employee may assist the CAO in carrying out their duties.

35. Signatories. No provision of this Agreement shall alter the Board treasurer's legal obligation 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 Board accounts shall solely be Board members or properly designated Board employee(s). Interest income earned on the Academy accounts shall accrue to the Academy.

36. Data Security Breach. Charter HR Educational Services, LLC, through the Chief Administrator, shall promptly report to the Board, as soon as possible or not later than the first business day following discovery, any use or disclosure of personally identifiable information from the Academy's education records or other information not suitable for public release (collectively, Covered Data or Information ("CDI")) that is not authorized by this Agreement or applicable law. Charter HR Educational Services, LLC agrees to follow all applicable the Academy's policies regarding data breaches and take appropriate action, through the Chief Administrative, in accordance with MCL 445.72, to notify affected individuals whose CDI may have been compromised.

37. Material Breach. Any action or inaction by Charter HR Educational Services, LLC that is not cured within sixty (60) days of notice thereof which causes the Contract to be revoked, terminated, suspended or which causes the Contract to be put in jeopardy of revocation, termination or suspension by the Authorizer is a material breach.

38. Additional Termination Provisions. Termination of this Agreement mid-year is strongly discouraged. The Board and Charter HR Educational Services, LLC agree to make all efforts necessary to remedy a breach of this Agreement in order to continue school operations until completion of the then-current school fiscal year. If a breach cannot be remedied, the Board and Charter HR Educational Services, LLC agree to work cooperatively to transition management and operations of the school without disrupting the school's operations.

Upon termination or expiration of this Agreement, or if this Agreement is terminated due to a Contract revocation, reconstitution, termination or non-renewal, Charter HR Educational Services, LLC shall, without additional charge, as applicable to the services provided by or through this Agreement: (i) close any applicable records on the then-current school fiscal year which includes, but is not limited to, any documentation and records needed for the completion of the annual financial audit, state and federal grant reporting and all other associated reporting within required timelines established by the

appropriate local, state or federal authority; (ii) organize and prepare student records for transition to the new ESP, self-management or in the case of a school closure, transfer to a student's new school as designated by the student's parent/legal guardian or to a person or entity authorized to hold such records; (iii) provide for the orderly transition of employee compensation and benefits to the new ESP or self-management without disruption to staffing, or in the case of school closure, final payment of all employee compensation, benefit and tax obligations related to services provided by Charter HR Educational Services, LLC to the Academy; (iv) organize and prepare the Academy's records, both electronic and hard-copy, for transition to the new ESP, self-management or dissolution; and (v) provide for the orderly transition to the new ESP, self-management or dissolution of all Academy-owned assets including, but not limited to, furniture, fixtures, equipment and real estate. This includes any keys, log-in information and passwords related to any Academy asset.

39. Compliance with Charter Contract. The Academy and Charter HR Educational Services, LLC intend for this Agreement to comply with the Contract issued by the Authorizer to the Academy and the Education Service Provider Policies issued by the Authorizer's Charter Schools Office. To the extent any provision of this Agreement is inconsistent with the Contract or Policies, that provision is invalid, and the Contract and Policies shall govern. Any additional costs of compliance because of changes mandated by the Authorizer will be borne by the Academy and subject to Charter HR Educational Services, LLC's ability to perform. If the additional costs are deemed excessive by the Academy Board, and the matter cannot be resolved, it may opt out of this Agreement by giving 90 days written notice.

40. FERPA. The Academy agrees to define "school official" in the Academy's annual notification of rights under 20 U.S.C. § 1232g, 34 C.F.R. § 99, the Family Educational Rights and Privacy Act ("FERPA") to include a contractor who performs an institutional service or function for which the Academy would otherwise use its own employees, who is under the direct control of the Academy with respect to the use and maintenance of personally-identifiable information from education records, and who is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information from education records. The Board designates Charter HR Educational Services, LLC and certain of its employees and subcontractors as school officials of the Academy having a legitimate educational interest such that they are entitled to access to educational records under FERPA. Charter HR Educational Services, LLC and its employees and subcontractors agree to comply with FERPA and

corresponding regulations applicable to school officials. Except as set forth in this Paragraph or as expressly acknowledged in writing by the Board, no employee of Charter HR Educational Services, LLC shall be deemed to be an agent of the Academy.


41. Amendment. The Board and Charter HR Educational Services, LLC may not substantially amend this Agreement without notifying the Authorizer. This Agreement and any amendment to this Agreement is not effective until and unless the Authorizer notifies the Academy in writing that it has reviewed and does not disapprove of the Agreement or any amendment to the Agreement.

This Agreement is executed as of the date first written above.

Academy:

By: _____
Its Board President – Dennis Brewer

Charter HR Educational Services, LLC:

By: _____
Its President – Kellie Barcheski

ADDENDUM TO CLIENT SERVICES AGREEMENT

THIS ADDENDUM TO THE CLIENT SERVICES AGREEMENT (the “Addendum”) is made and entered into this first day of July by and between Charter HR Educational Services, LLC, a Michigan limited liability company (hereinafter “CHRES”) and Light of the World Academy, a Michigan non-profit corporation and public-school Academy (hereinafter the “Academy”).

RECITALS:

WHEREAS, the Academy and CHRES are, simultaneously herewith, entering into a Client Services Agreement effective July 1, 2025 (the “Agreement”);

WHEREAS, the Academy and CHRES wish to amend the Agreement effective as of July 1, 2025;

NOW, THEREFORE, the Academy and CHRES agree to amend the Agreement as follows:

1. In paragraph 1(i), the phrase “through the Chief Administrator” shall be replaced with “with input from the Chief Administrator”.
2. In paragraph 1(k), the phrase “through the Chief Administrator” shall be replaced with “with input from the Chief Administrator”
3. Except as modified herein by this Addendum, the Agreement remains in full force and effect.

Light of the World Academy



By: Dennis Brewer
Its: President

Charter HR Educational Services, LLC



By: Kellie Barcheski
Its: President

SCHEDULE 7

ACADEMY SPECIFIC INFORMATION & EDUCATIONAL PROGRAM

The Academy will comply with the requirements of MCL 380.580(q) and is required to list "authorized by Grand Valley State University" on property signage, promotional materials, footer of its website pages, and student applications.

SCHEDULE 7-1

EDUCATIONAL GOALS AND PROGRAMS

SCHEDULE 7-1

EDUCATIONAL GOALS


Academic Achievement

As measured by the state assessment, the school's percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready as reported by the Michigan Department of Education will meet or exceed the select peer schools' mean reported percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.

Academic Growth

As measured by the state assessment, the school's mean student growth percentile rank in English language arts and math will meet or exceed the select peer schools' mean student growth percentile rank. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.

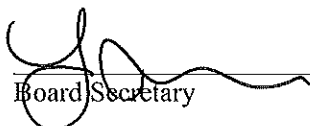
Date: 5/7/25



Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the LOTWA Board of Directors at a properly noticed open meeting held on the 7th day of May, 2025, at which a quorum was present.



Board Secretary

SCHEDULE 7-2

CURRICULUM

The Academy will comply with the requirements of MCL 380.552(20). The Academy will submit a report to the MDE, in a form or manner prescribed by the MDE, that reports the number of pupils enrolled in an online or distance learning program during the immediately preceding month.

1st & 2nd Grade Year at a Glance

English Language Arts

CTY = Covered Throughout the Year

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS - 1st	I CAN STATEMENTS - 2nd	I CAN STATEMENTS - 3rd	
Language Vol. 1	Intro. to history of language	RI 1.6 picture v.s. text				Reading: Informational Text
Language Vol. 3	Compound - sky scraper	SL.1.1.A - SL.1.1.C / SL.1.2 - SL.1.6 and SL.2.1.A - SL.2.1.C / SL.2.2 - SL.2.6 All are covered throughout the year (CTY): writer's workshop, guided reading, read alouds, sharing/presentations, RAZZ kids, SRAs, etc		SL.2.1A I can listen, wait to take my turn and be respectful when I am having conversations SL.2.1B I can make conversations better by making connections between other comments SL.2.1.C I can ask questions during conversations to help me understand what is being shared SL.2.2 I can talk about the important ideas and details after I listen to someone speak or read SL.2.3 I can ask and answer questions what a speaker says to help me understand the information better. SL.2.4 I can tell or share a story with important details to help others understand SL.2.4 I can speak loudly, clearly and in complete sentences when I tell or share a story SL.2.5 I can make a recording of a story or poem . SL.2.5 I can use drawings or other things like that to help people understand me better SL.2.6 I can speak and share my ideas in complete sentences when someone ask me questions		Speaking and Listening
Language Vol. 4	Capitalization, Letter formation	L.1.1.A uppercase/lowercase letters				
						Language
	Writing Assessment	L.1.4.A - L.1.4.C and L.2.4.A - L.2.4.E word study/skyscraper work (CTY)				
	E.E.T. step by step introduction	L.1.2.A - L.1.2.E and L.2.2.A - L.2.2.E writer's workshop, conferring, skyscraper, language works (CTY)				Reading: Foundational Skills
		RF.1.1.A / RF.1.2.A - RF.1.2.D / RF.1.3.A - RF.1.3.G / RF.1.4.A - RF.1.4.C and RF.2.3.A - RF.2.3.F / RF.2.4.A - RF.2.4.C guided reading, writer's workshop, language works, conferring, reader's workshop, phonics lessons/rules, sound boxes, assessments, phonics packet, worksheets, skyscraper, weekly spelling words, SRAs, reading comprehension strategies, book shopping, etc. (CTY) RF.1.3.A common consonant diagraphs -ch / -sh				
		W.1.5 and W.2.5 writer's workshop, conferring with teachers and peers (CTY)				Writing
		W.1.6 and W.2.6 (CTY) publishing using digital tools				

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS - 1st	I CAN STATEMENTS - 2nd	I CAN STATEMENTS - 1st	
		RL.1.1 and RL.2.1 five W's (CTY)				Reading: Literature
		RL.1.2 and RL.2.2 retelling (CTY)				
		RI.1.1 and RI.2.1 ask/answer, five W's				Reading: Informational Text
		RI.1.7 and RI.2.7				
Language Vol.1	Nouns	L.1.1.B and L.2.1.A nouns L.2.4.B prefixes				Language
		L.2.3.A informal vs formal writing				

Language Vol.4	Period and Question Mark	W.1.3 and W.2.3 narrative				Writing
		W.1.8 and W.2.8 recall info from experiences (CTY)				
Language Vol.3	Suffixes - sky scraper					Reading: Foundational Skills
		RF.2.3.D prefixes/suffixes -un / -re				
		RF.1.3.A (digraphs) -th / -wh / -ph / -tch				
		RF.1.3.D (# of syllables in a word) sound boxes				

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS - 1st	I CAN STATEMENTS - 2nd	I CAN STATEMENTS - 1st	
		RL.1.5 and RL.2.5 text features				Reading: Literature
		RL.1.7 and RL.2.7 story elements/retelling				
		RI.1.3 and RI.2.3 compare/contrast characters (done in November and Feb.)				Reading: Informational Text
		L.1.1.C and L.2.1.B nouns				
		L.1.1.F and L.2.1.E (adverbs later - Feb.)				
Language Vol.1	Articles and Adjectives	L.1.1.H articles/demonstratives				Writing
Language Vol.4	Exclamation Mark	W.1.2 and W.2.2 Informative				
		W.1.7 and W.2.7 how to books/shared research and writing projects (CTY)				
Language Vol.3	Prefixes and Antonyms - sky scraper	RF.1.3.C final -e and RF.1.3.E break words into syllables (sound boxes)				Reading: Foundational Skills
		EET Writing				

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS - 1st	I CAN STATEMENTS - 2nd	I CAN STATEMENTS - 1st	
		RL.1.3 and RL.2.3 character study				Reading: Literature
		RL.1.6 and RL.2.6 points of view				
		RI.1.2 and RI.2.2 main topic				Reading: Informational Text
		RI.1.5 and RI.2.5 informational text features				
Language Vol.1	Verbs	L.1.1.E and L.2.1.D verbs				
		L.1.5.D and L.2.5.B				Language
		Note: Root Families and Word Families				
Language Vol.4	Apostrophe	W.1.1 and W.2.1 opinion				Writing
Language Vol.2	Sentence Analysis Level 1	RF.1.3.A (digraphs) -gh / -ng / -kn				Reading: Foundational Skills
Language Vol.3	Synonyms and Homophones- sky scraper					

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS - 1st	I CAN STATEMENTS - 2nd	I CAN STATEMENTS - 1st	
		RL.1.9 and RL.2.9 cinderella stories				Reading: Literature
		RI.1.4 and RI.2.4 ask/answer questions regarding informational text				Reading: Informational Text
Language Vol.1	Prepositions	L.1.1.I prepositions				Language

		Note: Root Words and Word Families				
Language Vol.2	Reading Analysis Level 2	RF.1.3.C (final -e)				Reading: Foundational Skills
		RF.1.3.F Inflectional Endings -ing / -ed / -s / -es				
Language Vol.3	Homonyms - sky scraper					
Language Vol.4	Comma					

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS - 1st	I CAN STATEMENTS - 2nd	I CAN STATEMENTS - 1st	
		RI.1.3 and RI.2.3 historical events (done in November and Feb.)				Reading: Informational Text
		RI.1.8 and RI.2.8 author study				
		RI.2.6 main purpose (done in Sept. and Feb.)				Language
Language Vol.1	Adverbs	L.2.6 using adjectives and adverbs				
Language Vol.2	Sentence Construction Level 1					
	Logical Analysis Level 1					
Language Vol.3	Homographs - sky scraper					
Language Vol.4	Quotation Marks					

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS - 1st	I CAN STATEMENTS - 2nd	I CAN STATEMENTS - 1st	
		RI.1.9 and RI.2.9 compare/contrast informational text				Reading: Informational Text
		L.1.1.J and L.2.1.F				
		L.1.5.A sort words into categories				Language
Language Vol.1	Pronouns	L.1.1.D and L.2.1.C pronoun usage				
Language Vol.2	Sentence Analysis Level 2					
Language Vol.4	Hyphen					

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS - 1st	I CAN STATEMENTS - 2nd	I CAN STATEMENTS - 1st	
		RL.1.4 and RL.2.4 poetry				Reading: Literature
		RL.1.10 and RL.2.10 comprehension with poetry and literature				
		L.1.1.G conjunctions				Language
		L.1.5.B define words by categories				
Language Vol.1	Conjunctions	L.1.6 using conjunctions				
Language Vol.2	Sentences for Analysis Level 1					
Language Vol.4	Colon					

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS - 1st	I CAN STATEMENTS - 2nd	I CAN STATEMENTS - 1st
-----------------------------	-------------------	----------------------------	------------------------	------------------------	------------------------

		RI.1.10 and RI.2.10 read and comprehend informational texts				Reading: Informational Text
		L.1.5.C and L.2.5.A connections b/w words and their use				
						Language
Language Vol.1	Interjections					
	Sentences for Analysis for Level 2					

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS - 1st	I CAN STATEMENTS - 2nd	I CAN STATEMENTS - 1st

4th Grade Year at a Glance

English Language Arts

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Graphic Organizers	How to write narrative stories.	W.4.3.A	I can create a narrative piece of writing using a narrator and/or characters.
Book Club Books and Graphic Organizers	Discussion on rules for various settings - these rules are first discussed in September and continue throughout the school year based on the various discussion formats.	SL.4.1.B	I can follow our rules for discussions and can carry out my assigned role.
Chapter books, comprehension worksheets	Book Club / Reading groups and whole group instruction teaching comprehension skills.	RF.4.4.C	I can use context to confirm or self-correct word recognition and understanding.
Grade - appropriate words provided for students.	Daily practice with spelling words / weekly test / This is done throughout the school year	L.4.2.D	I can spell grade - appropriate words correctly.
Word Study Album	Lessons on Capitalization / Enforced during writer's workshop - individual writing conferences	L.4.2.A	I can use proper capitalization.
Writing Album / Word Study Album / Grammar Album	Throughout the school year, during writer's workshop, the appropriate use of capitalization, commas, and quotation marks are enforced through direct instruction, modeling, and conferring with individuals. Students are given a new spelling list each week and practice their words daily.	L.4.2.A, L.4.2.B, L.4.2.C, L.4.2.D	
word study, vocabulary workbook, spelling words	synonyms, antonyms	L.4.5.C	I can explain what synonyms and antonyms are and can give examples of each.
Readworks, the writing process, four-square paper, graphic organizers.	Short answer writing. Continuous practice researching. During writer's workshop students practice the writing process - this is done throughout the year.	W.4.8	I can use all the steps of the writing process and can provide what resources I used.
Observation	group discussion on read aloud / book club discussions	SL.4.2	I can paraphrase.
Paper and pencil.	summarize a text: model it, guided practice, independent practice	RL.4.2	I can summarize a text. I can determine the theme of a text.

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Writing Album	How to use dialogue and be descriptive	W.4.3.B	I can use dialogue and description when writing narratives.
Writing Album / Grammar Album / Skyscraper Album	Various ELA lessons taught throughout the year. Examples include: prepositional phrases, adding details, word choice, synonyms, antonyms, similes, metaphors, etc.	L.4.3.A	I can choose words and phrases to convey ideas.
Writing Album / Grammar Album / Skyscraper Album	Parts of Speech / Writing Mechanics - taught throughout the school year	L.4.3.B	I can choose punctuation for effect.
Observation	Book Club / Class Discussions / Small Group Discussions / Presenting	L.4.3.C	I know when to appropriately use formal English and informal English.
Writing Album	Using transitional words and phrases in narrative writing	W.4.3.C	I can use transitional words and phrases in my narrative pieces.
Writer's Workshop / Language Album	Conferring with individual students / Fragment and Run On Sentence lesson	L.4.1.F	I can produce complete sentences. I can recognize and correct fragment and run-on sentences.
Specific Skills / Writer's Workshop (graphic organizers, worksheets, direct instruction)	Specific Skills, Article a Day, Find the Main Idea and Supporting Details /Model how to Summarize	RI.4.2	I can figure out the main idea and supporting details of an informational text. I can summarize informational text.
Circle / Book Club	Group Discussion	SL.4.3	I can identify the points being made by the speaker.
Skyscraper, dictionary, online dictionary, glossaries, thesaurus	Model how to use reference tools. Students who know how to use these tools help others who have not yet mastered this.	L.4.4.C	I can use dictionaries or the Internet to find the meanings of words and phrases. I can use a pronunciation guide.
Writer's Workshop	Lessons on Researching leading to ... Biography Presentations, iMovie Presentations, Geography Presentations, and other Presentations	SL.4.4, SL.4.5, SL.4.6	I can present on a topic in an organized manner, using details to support my topic.

5th Grade Year at a Glance

English Language Arts

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Vocabulary Workshop, History Alive	Domain specific, academic vocabulary	5.L.4, 5.RI.4, 5. RL.4	I can figure out the meaning of an unusual words or phrase when I read by using context clues;
leveled spelling lists Montessori resource	spelling/syllabication patterns	5.L.2, 5.RF.4	I can identify misspelled words and use resources to assist me in spelling. I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables
Guided Reading, ReadWorks, SRA	Decoding skills, comprehension, fluency	5.RF.3, 5.RF.4	I can use word-decoding strategies to read unfamiliar words
Word Study, writing assignments on going throughout school year, IXL	Capitalization	L5.2	
Vocabulary Workshop, Word Study, IXL	Synonyms, Antonyms, Homographs	5.L.5	I can determine the meaning of words using synonyms, antonyms, and homographs in context.
Montessori Album, Writers' Workshop	writer's notebooks, introduce writer's workshop and expectations; writing prompts	5.W.10	I can write for different amounts of time and purpose.
Library, ipads, graphic organizer, classroom library	Introduce the writing process (plan, edit, rewrite) Introduce the 4 square for planning. Research a topic using books and technology.	5.W.5, 5.W.6, 5.W.7	
IXL, Skyscraper	Comma in a Series	L5.2 a	I can use the comma to separate an item in a series.
Montessori Noun Chart, Word Study, IXL	Review nouns and capitalize proper nouns	L5.2	
	writing interesting sentences	5.L.3	I can adjust my writing to make it clear and interesting.
Reading group, morning circle, community meeting.	Group Discussion	SL.5.1	I can read or study material to be discussed. I can identify and follow the agreed upon rules for discussion.
Specific Skills Book, IXL, ReadWorks	Main Idea	5.RI.2	I can determine the main idea of a text.

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	spelling (on-going)	5.L.2e	
	vocabulary (on-going)	5.RI.4, 5.RL.4	
Readworks, guided reading text	Guided Reading; on-going for fluency, comprehension and accuracy	5.RF.4	
Featured text	Reading Group, character and setting	5.RF.4, SL.1, 5.RL.10, 5.RL.3	I can read accurately and with expression at a 5th grade level. I can read at an appropriate rate. I can check for understanding and backup and reread when needed, correcting my mistakes.
reading group	summarize reading assignment	5.RL.2	I can summarize a story using important details.
ReadWorks, History Alive, Teacher assigned science reading, Specific Skills Book	finding details, summarize text	5.RI.2	I can use the main ideas and supporting details to summarize text
Reading Group Book	Main Idea, quote accurately from text to explain what the text explicitly says	5.RL.1	I can quote words in the text to explain what is happening in the story.
ReadWorks, History Alive, Learning Farm	quote from an informational text	5.RI.1	I can quote from a text when explaining what the text says.
Library, ipads	continue work on improving sentences, introduce the writing process	5.W.5, 5.L.3	I can use the writing process (planning, revising, editing, rewriting.)
4 square	writing prompts; planning a body paragraph on 4 square and writing 5 sentence paragraph	5.W.10, 5.W.1	I can write for different amounts of time and purpose. I can write paragraphs.

Writer's Workshop, Four Square Writing, Writing Folders, Paper, iPads, Poster Board	The Writing Process / Conferencing with individual students / Lessons are done throughout the year on these standards (whole group, small group, and individual lessons)	W.4.4, W.4.5, W.4.6, W.4.7	I can produce clear and understandable papers by using the writing process and various resources.
Writer's Workshop / Graphic Organizers	The Writing Process - Done weekly throughout the year	W.4.10	I can write for short periods of time and for long periods of time.

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Reading group job summarizer and questioner	Reading Group; Historical Fiction	RI.4.3	I can read about and explain historical events and tell why they happened using information given in the text
Skyscraper and Vol 4	Quotation Marks and Commas	L.4.2.B	I can use commas and quotation marks in dialogue and when quoting from a text.
Writer's Workshop Lesson (worksheets, graphic organizers)	Context clues to determine word meaning	L.4.4.A	I can determine the meaning of unknown and multiple-meaning words by examining a text to find clues to meanings of words (e.g. definitions, examples, and restatements in text.
Book Club Books and Graphic Organizers	Assigned roles given and taught	SL.4.1.A	I can be prepared for discussions and actively engage in discussions.
Book Club Books and Graphic Organizers / Observation	Assigned roles given and taught / Model h	SL.4.1.C	I can ask questions and respond to questions during a discussion.
Writing Album	Adding Details / Sensory Words & Phrases	W.4.3.D	I can add details and sensory words to my narrative writing.
Writing Album	Adding a Conclusion	W.4.3.E	I can add a conclusion to my narrative writing.

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Language Album	Relative pronouns and relative adverbs / Writer's workshop - graphic organizers	L.4.1.A	I can use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
Skyscraper Album / Vocabulary Books	Greek and Latin affixes / Prefixes / Suffixes	L.4.4.B	I can use Greek and Latin affixes and roots to figure out the meaning of words.
Book Club Books and Graphic Organizers	Assigned roles given and taught / Model how to clarify and respond	SL.4.1.D	I can share the key ideas that are being spoke about and relate it to my own ideas and understanding.

January

	Writing journal daily assignments such as reflections, reading response, writing prompts	5.W.1, 5.W.10	
IXL, word study, Learning Farm	Commas introductory element, set off yes and no, direct address	5.L.2 a-c	I can use a comma to separate an opening phrase in a sentence. I can use a comma to set off the words "yes-no." I can use a comma to set off a tag question. I can use a comma to set off direct address.
	spelling (on-going)		
	vocabulary (on-going)		
Biography selected by student; Book Report organizer	Biography book report and presentation	SL.4 and 5	I can report on a topic. I can put my ideas in order. I can speak clearly at a pace that is appropriate for the purpose.
writing prompts, reflections, reading response	daily journal writing	5.W.10	I can write for different amounts of time and purpose.

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	spelling, vocabulary on-going	5L.2e	
word study, IXL	Titles of Works (writing correctly)	5L.2d	
IXL, Learning Farm	verb tense	5L.1 c,d	I can use the correct verb tense when writing and speaking. I can correct inappropriate use of verb tense.
Read Alouds, ReadWorks, Commonlit	Theme	RL.5.2	I can figure out the theme of a story.
SRA, ReadWorks, Assigned Reading	Reading comprehension (summary, short answers)	5.RL.2, 5.RL.3, 5.RL.6, 5.RI.1, 5.RI.2, 5.RI.3, 5.RI.4, RI.8, 5.RI.10	
Reading Group, Guided Reading, Read Aloud	Summarizing (on going from reading group)	RL.5.2	I can summarize a story using important details.
Readworks	Summarizing informational text continued	5.RI.2	
Specific Skills	Finding Details	5.RI.2	
Reading group, read a loud	Reading Group (character and setting)	5.RF.4, 5.RL.3	
writing prompts, reflections, reading response	daily journal writing	5.W.10	I can write for different amounts of time and purpose.
graphic organizer, research	3 body paragraphs writing	5.W.1, 5.W.5, 5.W.6, 5.W.8, 5.W.9	
	writing an introduction		
Readers' Theater	Fluency, reading with expression	5.RF.4	

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	spelling, vocabulary continuing	5.L2e	
	Perfect Tense	5.L1	
IXL, Learning Farm	similes and metaphors	5.L.5 a	I can identify and explain the meaning of similes and metaphors.
SRA, ReadWorks, Assigned Reading	Reading comprehension (summary, short answers)	5.RL.2, 5.RL.3, 5.RL.6, 5.RI.1, 5.RI.2, 5.RI.3, 5.RI.4, RI.8, 5.RI.10	
short stories, reading group, read a loud	point of view	5.RL.6	I can explain how the speaker's point of view affects how the events are described.
Reading Group, Read a Loud, Short Stories	Reading Group (quoting from a story to explain events)	5.RL.1	I can quote words used in the text to explain what is happening in the story.
	transitions	5.W.3	I can use transitional words and clauses.
	Research writing on Christmas around the world	5.W.2, 5.W.1d-e, 5.W.5, 5.W.6, 5.W.7	
	Presentation on Christmas research with illustrations or props. For ex: Christmas in the United Kingdom one could demo a Christmas Cracker.	5.speech/language.4,5	I can speak clearly at a pace that is appropriate for the purpose. I can use multimedia in my presentation.
writing prompts, reflections, reading response	daily journal writing	5.W.10	I can write for different amounts of time and purpose.

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Language Album	Verb Tenses	L.4.1.B	I can use the different verb tenses appropriately when creating sentences.
Language Album	Adjectives	L.4.1.D	I can use adjectives appropriately when creating sentences.
Language Album	Similie and Metaphor	L.4.5.A	Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.
Writing Album	How to write an opinion piece.	W.4.1.A	I can write opinion pieces on topics or texts, supporting a point of view with reasons and information
Writing Album	How to add facts and details to an opinion writing	W.4.1.B	I can provide reasons that are supported by facts and details.
Writing Album	How to link opinion and reasons using words and phrases	W.4.1.C	I can link my opinion and reasons using words and phrases.
Writing Album	How to add a conclusion to an opinion writing	W.4.1.D	I can add a conclusion to my opinion writing.
Discussions during book club, social studies	compare and contrast first hand and second hand accounts	RI.4.6	I can compare and contrast a firsthand account and I secondhand account of the same historical event or topic

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Chapter books, comprehension worksheets	Book Club / Reading groups and whole group instruction teaching comprehension skills.	RF.4.4.A	I can read grade level text with purpose and understanding.
Grammar Album	Lessons On: comma usage, conjunctions, coordinating conjunction, and compound sentences.	L.4.2.C	I can use a comma before a coordinating conjunction in a compound sentence.
Word Study	Prefixes, Suffixes, Roots and Affixes, etc. Phonic rules and decoding skills are taught with direct instruction, modeling, and guided practice during reader's workshop.	RF.4.3.A	
Graphic Organizers / Books	Drawing inferences versus what the text says explicitly	RI.4.1	I can make inferences based on what I read and can refer to details and/or examples. I can give examples and details on what the text is explicitly saying.
Word Study Album	Homophones	L.4.1.G	I can correctly use homophone words, such as to, too, two and there, their.
Writer's Workshop	Direct Instruction	L.4.1.C	I can use words like can, may, must to convey various conditions.

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
reference books, ipads	Research Writing	W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Grammar Album	Prepositional Phrases	L.4.1.E	I can form and use prepositional phrases.
Read Aloud / Book Club	Character Study / Story Elements	RL.4.3	I can describe a character, setting, or event in a story or drama.
Literature / Graphic Organizers	Drawing Inferences	RL.4.1	I can draw inferences from a text.
Literature / Graphic Organizers	Point of View / First and Third Person	RL.4.6	I can compare and contrast the point of view from which different stories are narrated.
Writing Prompt Box / Graphic Organizers / Writing Album	How to write informative pieces	W.4.2.A	I can write informative pieces.

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	spelling, Vocabulary Workshop workbook (on-going)	5.L.2	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
word study, IXL	suffix, prefix (Affixes)	5.L.4	I can use root words, prefixes, and suffixes to understand the meaning of words.
IXL, Montessori Grammar Charts, symbolize sentences	-Prepositions, conjunctions	5.L.1 a	I can explain the reasons we use conjunctions and prepositions in sentences.
SRA, ReadWorks, Assigned Reading	Reading comprehension (summary, short answers)	5.RL.2, 5.RL.3, 5.RL.6, 5.RL.1, 5.RI.2, 5.RI.3, 5.RI.4, .RI.8, 5.RI.10	
Specific Skills, ReadWorks	Inferences from Informational Text	5.RI.1	I can quote from a text when drawing inferences.
reading groups	Quote accurately from a text, summary, discussion, vocabulary, character and setting	5.RL.1, 5.RL.2, 5.RL.4, 5.RL.6, 5.RL.10	I can use words in the text to support my inferences. I can quote words used in the text to explain what is happening in the story.
	Review 3 paragraph report, graphic organizer, writing process		
classroom library, ipads, graphic organizer	3 paragraph Opinion essay	5.W.1, 5.W.4, 5.W.5, 5.W.6, 5.W.7, 5.W.8, 5.W.10	
writing prompts, reflections, reading response	daily journal writing	5.W.10	I can write for different amounts of time and purpose.

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Montessori spelling list, vocab book	Spelling and Vocab on-going	5.L.2 e	
Symbolize sentences, IXL (RR3), worksheets	correlative conjunctions	5.L.1 e	I can use correlative conjunctions.
IXL (FF)	idioms, adages, proverbs	5.L.5	I can identify and explain the meaning of idioms, adages, and proverbs.
ReadWorks, Newsela, National Geographic Kids	compare contrast informational text on same topic	5.RI.5	I can compare and contrast the different elements of structure of two or more texts.
Specific Skills, Reading Group, Short Stories, Venn Diagram	Compare and Contrast	5.RL.3	I can use details from the story to tell how characters, setting, or events are alike or different.
Reading Group, Readers' Theater (Black History)	Reading Group (Structure of a story)	5.RL.5	I can explain how the order of chapters and scenes fit together to give the overall flow of the story.
SRA, ReadWorks, Assigned Reading	Reading comprehension (summary, short answers)	5.RL.2, 5.RL.3, 5.RL.6, 5.RI.1, 5.RI.2, 5.RI.3, 5.RI.4, .RI.8, 5.RI.10	
	Informational Essay, Black History Topic; 5 paragraphs	5.W.2	
graphic organizer, opinion essay examples, Modeling	Opinion Essay	5.W.1	I can write an opinion piece supported with reasons by introducing a topic, state an opinion, provide reasons supported by facts and details, group related ideas together, write a conclusion that restates my opinion.
writing prompts, reflections, reading response	daily journal writing	5.W.10	I can write for different amounts of time and purpose.

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Vocabulary Workshop, Quizlet	spelling and vocabulary on-going	5.L.2 e	
	interjections	5.L.1	I can explain the reasons we use interjections in sentences.
sentence strip materials, symbolize Montessori material	symbolize sentences	5.L.1	
IXL (Z), teacher made material	Greek and Latin Roots	5.L.4 b	I can use root words, prefixes, and suffixes to understand the meaning of words
Teacher selected short stories, ReadWorks, CommonLit, IXL (M 1-3)	Compare and Contrast different types of fiction (fantasy, realistic, historical)	5.RF.3, 5.RF.4, 5.RL.2, 5.RL.9	I can tell how stories in the same genre are the same or different by the way they explain the same themes and topics.
writing prompts, reflections, reading response	daily journal writing	5.W.10	I can write for different amounts of time and purpose.

Graphic Organizers	How to write a paragraph using facts and details	W.4.2.B	I can write an informative essay using facts and details.
Graphic Organizers / Writing Album	How to use words and phrases in informative pieces of writing	W.4.2.C	I can use words and phrases such as: another, for example, also, and because in my informative writing.
Graphic Organizers	Using precise language and domain-specific vocabulary	W.4.2.D	I can use precise language and domain-specific vocabulary when writing informative pieces.
Graphic Organizers	How to add a conclusion to a informative piece of writing	W.4.2.E	I can add a conclusion to my informative writing.
Writing Album	Parts of a Poem, Drama	RL.4.5	I can tell my teacher or a friend about the different parts of poems and plays that I read and structural elements
Writing Album	Poetry unit exploring various types of poetry.	RF.4.4.B	I can read prose and poetry aloud with accuracy, rate and expression

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Teacher made material	Idioms-adages-proverbs	L.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverb.
Informational books	How to use various books as a resource	RI.4.9	I can use two texts on the same topic to speak or write about the subject.
Informational books	How an author uses reasons and evidence to support particular points in a text.	RI.4.8	I can explain how an author uses reasons and evidence to support particular points.
Informational texts / Graphic Organizers / ipads / Social Studies Journal	Text Features	RI.4.7	I can interpret information such as graphs, charts, timelines, and diagrams.
Literature / Graphic Organizers	How words and phrases are used in a text	RL.4.4	I can determine the meaning of words and phrases.
	Oral Book Report with visual aid	RL.4.7	I can recognize when a visual or oral presentation is based on a text
		SL.4.4	I can present on a topic in an organized manner, using details to support my topic
		SL.4.5	I can use multimedia and visuals in presentations to help support my topics
Specific Skills, Common Literature, Graphic Organizers	Cause and Effect, Sequence, Problem / Effect, Comparison	RI.4.5	I can describe the sequence of events, cause and effect or problem and solution in informational texts that I read

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Skyscraper Album, Word Study Album, Grammar Album, Grade - level spelling words, domain - specific vocabulary words, vocabulary workshop book, chapter books	This standard is achieved by teaching various lessons across the curriculum throughout the school year.	L.4.6	I can use grade - appropriate general academic and domain - specific words and phrases.
Various genres of literature, graphic organizers	Compare and contrast literature from many different genres	RL.4.9	I can compare and contrast themes and topics across various genres of literature.
Grade - Level words for spelling / Vocabulary books / Domain - specific vocabulary words	Spelling practice, reading practice, general and domain - specific vocabulary words taught	RI.4.4	I can determine the meaning of general academic and domain - specific words or phrases at a 4th grade level.
Books / Graphic Organizers	Various lessons taught throughout the school year - elements of a story, character study, draw inferences, etc.	W.4.9.A	I can apply grade 4 Reading standards to literature.
Books / Graphic Organizers	Various lessons taught throughout the school year - text features, evidence and supporting details, paraphrasing an event, etc.	W.4.9.B	I can apply grade 4 Reading standards to informational texts.

examples, modeling, practice; IXL (VV4)	dialogue writing	5.W.3	
graphic organizer, modeling	Narrative Writing (character, setting, problem and solution)	5.W.3, 5.W.5, 5.W.6, 5.W.10	I can write a narrative by introducing a story with an event that includes character and setting, use dialogue, transitional words, sequence of events, and write a conclusion.
SRA, ReadWorks, Assigned Reading	Reading comprehension (summary, short answers)	5.RL.2, 5.RL.3, 5.RL.6, 5.RI.1, 5.RI.2, 5.RI.3, 5.RI.4, 5.RI.8, 5.RI.10	

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Vocabulary Workshop	Spelling, Vocabulary on-going	5.L2.e	
circle, science, social studies, community meeting	daily classroom discussions		
mad libs, symbolize sentences, worksheets, IXL	parts of speech review	5.L1	
Montessori Diagraming Album	sentence diagraming	5.L.1	
Classroom library, Pinckney Library, graphic organizer	Student book selection, reading log, to prepare for oral book report in May . Guided reading	5.RF.3, 5.RF.4	I can use knowledge of letters and sounds to pronounce new words. T can use roots and affixes to pronounce new words.
SRA, ReadWorks, Assigned Reading	Reading comprehension (summary, short answers)	5.RL.2, 5.RL.3, 5.RL.6, 5.RI.1, 5.RI.2, 5.RI.3, 5.RI.4, 5.RI.8, 5.RI.10	
examples of different types of poetry, including clerihew, diamante, couplet, limerick, list poems, acrostics, and alliterative poems.	structure of different poetry styles; stanza, verse, rhyme scheme	5.RL.5	I can explain how the order of stanzas fit together to give the overall flow of the poem
	Poetry, similes and metaphors	5.RL.4	I can explain the meaning of words and phrases as they are used, including metaphors and similes
			I can create many types of writing to fit the purpose and audience.
graphic organizers, Rhymezone	writing poetry	5.W.5, 5.W.6, 5.W.4	
Student poetry selections from personal writing or reading	Poetry Share (personal writing or selected poem)	5.speech/language.4	I can speak clearly at a pace that is appropriate for the purpose.
	Complete narrative writing, illustrate, publish, share in small group	5.W.3, 5.W.5, 5.W.6	I can use technology to publish writing
writing prompts, reflections, reading response	daily journal writing	5.W.10	I can write for different amounts of time and purpose.

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Vocabulary Workshop	Spelling, Vocabulary on-going	5.L2.e	
circle, science, social studies, community meeting	daily classroom discussions	5.S1	
Teacher made material, worksheets	Punctuation review (Comma, quotes, underlining, italics)	5.L.2	
reading log	Silent reading (daily)	5.RF.3, 5.RF.4	
SRA, ReadWorks, Assigned Reading	Reading comprehension (summary, short answers)	5.RL.2, 5.RL.3, 5.RL.6, 5.RI.1, 5.RI.2, 5.RI.3, 5.RI.4, 5.RI.8, 5.RI.10	
	Oral book report presentations with visual aid (illustration or timeline of events)	sl.1, sl.2, sl.3, sl.4, sl.5, 5.W.2	I can respond to questions about a topic. I can summarize text. I can put my ideas in order. I can speak clearly at an appropriate pace. I can use multimedia (graphics) in my presentation to make the main idea or theme more interesting.
writing prompts, reflections, reading response	daily journal writing	5.W.10	I can write for different amounts of time and purpose.

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Writing Album / Graphic Organizers / Various Pieces of Literature	Various lessons in poetry, drama, and literature throughout the school year.	RL.4.10	I can read and comprehend 4th and 5th grade level literature.
Informational books / Graphic Organizers	Various lessons in history, social studies, and science throughout the school year.	R.1.4.10	I can read and comprehend 4th and 5th grade level informational texts.

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Vocabulary Workshop	Spelling, Vocabulary on-going	5.L.2 e	
circle, science, social studies, community meeting	daily classroom discussions	5.S.1	
	make your own mad lib	5.L.1	
SRA, ReadWorks, Assigned Reading	Reading comprehension (summary, short answers)	5.RL.2, 5.RL.3, 5.RL.6 5.RI.1, 5.RI.2, 5.RI.3, 5.RI.4 ,RI.8, 5.RI.10	
journal writing response to teacher questions regarding theme, summary, or inferences	Readers Theater	5.RL.1, 5.RL.2, 5.RL.3	
	Opinion Essay (reflection on the year such as best moment, worse moment, advice to next years new students)	5.W.1, 5.W.2, 5.W.6	

6th Grade Year at a Glance

English Language Arts

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
ReadWorks		RL 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	I can identify theme within a text using citations from the text and by inferring implied meaning.
ReadWorks		RL 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	I can identify a writing's meaning through textual evidence and through inferring implied meaning.
Writing Prompt		W 1 Write arguments to support claims with clear reasons and relevant evidence.	I can write my stance on a topic and provide supporting details to my claim.
Writing Prompt, Creating Classroom Constitution		L 1, L 2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking a-e	I can create a complete, well structured sentence in the English Language.
Writing Prompt, Creating Classroom Constitution		L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	I can create complete, well structured sentences that formulate a coherent message to the reader or listener in the English Language.

October

2018 19

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
--------------------------------	-------------------	-------------------------------	------------------

ReadWorks, IXL A.1		RL 2 Determine a theme or central idea of text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.	I can identify the main theme of a text and summarize its important details in sequential order.
	Research - Middle East country re	W.5.7	
ReadWorks, IXL A.1		RI 2 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 judgements	I can identify the main theme of a text and summarize its important details in sequential order.
Mont. Album	Nouns - Common, Proper		
Mont. Album, k12reader.com	Nouns - Concrete, Abstract	W 2	
Mont. Album	Adjectives - Limiting Adject.		
Mont. Album, grammar box	Article review	SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a -d	I can discuss current events at my cognitive level with my peers that challenges my thinking and problem solving.
k12reader.com	singular possessive		
		L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking a-e	
Sitton's 'Its' (5th grade)	Word study	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	
k12reader.com 5th grade list	Spelling		
SAT vocab -	6th grade spelling		
	verb tense	L.5.1.B	

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Lit Circles		RL 3 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	I can participate in reading discussions on texts read in class that demonstrate my understanding for the text's story development.
M Language 5	Study of the Mood (verbs: indicative, subjunctive imperative)		
Lit Circles		RL 3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g.; through examples or anecdotes)	I can
Greek roots (to coincide with Greece in Social Studies)			
Narrative Free Write		W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	I can create a narrative of my own choice that has a beginning, middle, and end using details to support my writing.
		SL 2	
Writing Prompt		L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking a-e	I can convey meaning through language in my daily writing.
Writing Prompt		L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	
Vocab	Its' or Wordly Wise		

6th SAT vocab / 5th List	Spelling		
--------------------------	----------	--	--

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Write opinion/persuasive		
IXL	Positive Self Talk lesson	RL 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	I can identify the tone and meaning behind specific words and phrases.
IXL, Skyscraper (new drawers)	Greek/Latin affixes	RI 4 Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings.	
Writing Prompt, Essay Mechanics		W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	I can write an outline for an essay, and organize each paragraph by main idea.
		SL 3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
Reading Groups	Unbroken, A-Z books	L 3 Use knowledge of language and its conventions when writing, speaking, reading or listening a-b	

	spelling		

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Lit Circles, Reading Discussion	Theseus and the Minotaur (commo	RL 5 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	
Lit Circles, Reading Discussion		RI 5 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.	
Writing Prompt Revision, Essay editing	Peer Editing Lessons (readwritethi	W 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 53	I can edit previous writing by correcting grammar mistakes, rewriting to achieve consistent flow in transitions, or by starting over when the original thought has been lost.

	presenting research from 'Organ Trail' project	SL 4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.	
	Jack London 'Eyewitness', Context worksheet, "What does it mean?", The Raven. k12reader.com	L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a) context as a clue to meaning, b) Greek/Latin prefixes, c) consult reference materials, d) verify the preliminary determination of the meaning of a word or phrase.	
commonlit.org			

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
k12 reader worksheets POV		RL 6 Explain how an author develops the point of view of the narrator or speaker in a text	

		RI 6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
		W 6 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 setting.	
		SL 5 Include multimedia components in presentations	
k12reader.com for practice		L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) interpret figures of speech, b) use the relationship between particular words, c) distinguish among the connotations of words with similar denotations (definitions) (e.g. stingy, scrimping, thrifty)	

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS

		RL 7 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.	
		RI 7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.	
		W 7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
		SL 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (pg. 53 1 & 3 for more details.)	
		L 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.	

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		RI 8 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.	
		W 8 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.	

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		RL 9 Compare and contrast texts in different forms or genres (e.g. historical and fantasy) in terms of their approach to similar themes and topics.	

		RI 9 Compare and contrast one author's presentation of events with that of another (e.g. different biographies of same person).	
		W 9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a) apply grade 6 reading standards to literature (compare and contrast different forms that discuss the same topic (stories and poems). b) apply grade 6 reading standards to literary non-fiction (evaluate an argument and distinguish claims with evidence and without)	

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		RL 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.	
		RL 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.	

		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 discipline-specific tasks, purposes, and audiences.	

focus on standards at a specific time, but are often covered multiple times

7th & 8th Grade Year at a Glance

English Language Arts

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	CNN10	SL.7.2, RI.8.3, SL.8.2, RI.8.1, RI.8.4, RI.8.2, RI.8.10, RI.7.5, RI.8.6, RI-7.6, RI.8.9, RI.8.5	
	NewsELA		
	Vocabulary from Classical Roots	L.8.4	
	Free Writes and Writer's Workshop	W.8.10	

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Research Paper 1	RI.8.8, SL.8.5, SL.7.5, SL.8.4, W.8.7, W.8.6, W.7.6, W.8.2, W.7.2.A, W.8.4, W.8.10, W.8.5	
	The Giver	RL.7.6, RL.8.1, RL.8.2, RL.8.7, SL.8.1, SL.7.1.C	

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Short Stories/Poems	RL.8.5, RL.7.4, RL.7.5, L.8.5, L.7.5	

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Narrative Writing 1	W.8.3, W.8.10, W.8.5	
	Ancient Civ. Book Clubs and "Apology" Speech	RI.7.7, RL.8.9, RL.7.9, RL.7.3, W.8.9	

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Research Paper 2/Debate	7-P3.1.1 (SS), W.8.1, 7-P4.2.1 (SS), 7-P4.2.2 (SS), 7-P4.2.3 (SS), RI.7.9, SL.8.6, SL.8.3, W.8.8, W.8.10, W.8.5	

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	"Inherit the Wind"	RL.8.6, RL.7.7, RL.8.3, RL.8.10, RL.8.4	
	Narrative Writing 2	L.7.3.A, L.8.6, W.8.10, W.8.5	

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Research Paper 3	L.8.2, L.7.2.A, RI.8.7, L.8.1, L.7.1, 7-G6.1.1 (SS), 7-G6.1.2 (SS), W.8.10, W.8.5	

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS

3rd & 4th Grade Year at a Glance

English Language Arts

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Review		
Lang 3rd Vol 1, Grammar Boxes, Language Cards, Freckle	Articles; Nouns; Regular/Irregular Plurals; Concrete and Abstract	W.3.1.ACOMMON CORE STATE STANDARD L.3.1, L.3.1a, L.3.1b, L.3.1c	I can explain the correct use of nouns, I can make and use regular and irregular plural nouns correctly • I can use abstract nouns
Sentence Strips	subject and predicate	L.3.1; L.4.1	I can make sentences where the subject and verb agree
word study	ABC Order	L.3.2.G	
	Narrative	W.3.3a;	
Newsela, Readworks	Ideas and Details	R.1.3.1	
word study	capitalization	L.4.2a	I can correctly use capitalization rules when writing
	spelling	L.3.2, L.4.2	can use spelling patterns and generalizations like word families, syllable patterns, ending rules, meaningful word parts, and position based spellings
Vocabulary Workshop, Informational Text, Literature	vocabulary; academic, domain specific	L.4.3, L.4.4, L.4.6	I can choose appropriate words and phrases to express my ideas clearly; I can use context clues to understand a meaning of a new word. I can accurately use grade appropriate: o general academic o content vocabulary
word study, vocabulary workbook, spelling words	synonyms, antonyms	L.4.5	I can explain the difference between synonyms and antonyms • I can use my knowledge of synonyms and antonyms to demonstrate my understanding of words
			Use precise language and domain-specific vocabulary to inform about or explain the topic. I can with guidance and support from peers and adults, students recognize how to: o plan o revise o edit o rewrite o try a new approach
Readworks	short answer writing	W.4.8	I can identify useful information in a passage.
	group discussion on read aloud	SL.4.2	I can identify information from a text being read aloud
	summarize a text	RL.4.2	I can write a summary using details from the text

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Lang 3rd Vol 1	Nouns, Plural, Singular, Common, Proper, Poss.	L.3.1, L.3.1a, L.3.1b, L.3.1c	

Language Cards	Sentences/Run on	L.4.1	I can create complete sentences and fix sentences that may be incomplete or run-on
Skyscraper, Freckle	Capitalization	L.4.2a	I can correctly use capitalization rules when writing
Skyscraper, Freckle	Punctuation	L.3.2	
Teacher made material, Freckle	Adjectives/ Order	L.4.1	I can correctly use lists of adjectives when describing a noun when I speak or in my writing. I can identify adjectives.
Vocab Books	Analogies	L.3.2.f	
	Sentences (Questions and Command	L.3.1.i	
Skyscraper and Vocab	Meaning of Words (continue all year)	L.4.4b	I can decide when I need to communicate in a more formal manner and when more casual communication with friends or in a small group is appropriate
Skyscraper	Homophones	L.4.1	can correctly use homophones when I speak and in my writing
Specific Skills	Main Idea	RI.3.1, RI.3.2	
	group discussion	SL.4.3	I can identify the points being made by the speaker
Skyscraper, ipads	Dictionary, online dictionary	L.4.4	I can use dictionaries or the Internet to find the meanings of words and phrases. I can use a pronunciation guide.
	Context clues to determine word meaning	L.4.4	I can determine the meaning of unknown and multiple-meaning words by examining a text to find clues to meanings of words (e.g. definitions, examples, and restatements in text
	Biography Presentations	SL.4.4, SL.4.5, SL.4.6	I can present on a topic in an organized manner, using details to support my topic
Writer's Workshop, Research	Paragraph Writing	W.4.2, W.4.5	I can speak clearly at an understandable pace while presenting my information

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Grammar Boxes, Grammar Cards	Verbs regular and irregular	L.3.1, L.3.1d	
Read Works	Persuasive, Opinion	w.3.1b	
Scrapers	Compounds	L.3.1.i	
skyscraper	synonyms/Antonyms	L.3.5	
Read Works, Personal Writing	Information/Explanatory Text	W.3.2.A	
Read words, Newsela, SRA	Historical events	RI.3.3	
Language Chart, Adverbs	Adverbs Review; Relative adverbs	L.4.1	
skyscraper	comma usage; in a series, quotation	L.4.2	I can correctly use commas and quotation marks to show when someone is talking
skyscraper; spelling words	suffixes; prefixes	L.4.4	I can understand words with suffixes and prefixes added to them
	writing narratives	W.4.3	I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
	writing	W.4.4	Produce clear and coherent writing

	narrative	W.4.4	I can identify the: story elements, and structure of a narrative
	small group discussion; ex, Reading Group	SL.4.1	I can use details from the text to explain what I read
	Theme	RL.4.2	I can analyze details in a text to determine a theme

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Englishlinx and sight words	Spelling	L.4.2.D, L.3.2	
Skyscraper	Possessive Singular and Plural	L.3.2.d, L.4.2.d	
IXL, Skyscraper	Regular and Past Tense, Prefixes and Suffix	L.3.2.e	
Newsela/Readworks	Informational Passages	L.3.4	
Volcab, IXL	Word Analogies	L.3.4.b	
Vocabulary, IXL, SRA	Determine meanings	RI.3.4	
Classical Roots Workbook; Skyscraper	Greek and Latin Affixes	L.4.4	I can identify and define Greek and Latin affixes and roots.
Pronoun Grammar Chart	Pronouns	L.4.1	I can identify relative: pronouns
	writing ; narrative, informational	W.4.5	I can with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ipads	use of technology in writing;	W.4.6	I can with some guidance and support from adults, 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 one page in a single sitting

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Grammer Boxes; Charts, Cards	Adjectives	L.3.1, L.4.1	
	spelling	L.3.2, L.4.2	
Language Vol 1, Skyscrappers, Phonics Books, IXL	Verbs	L.3.1	
Teacher made materials	Progressive Tense	L4.1.B	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
Volume 3 IXL, Skysrapers	Synonyms	L.3.3, L.3.5.C	
	Similie and Metaphor	L.4.5	Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.
Skyscrapers	apostrophe with contractions	W.3.2.B	
	Search Tools	Ri.3.5	
	auxillary verbs	L.4.1	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

	opinion writing	W.4.1	I can write opinion pieces on topics or texts, supporting a point of view with reasons and information
			I can include my opinion within the introduction of the topic when writing an argument
			I can write a concluding statement or paragraph to support my opinion when writing an argument
	compare and contrast first hand and second hand accounts	RI.4.6	I can compare and contrast a firsthand account and I secondhand account of the same historical event or topic

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Teacher made material	Idioms-adages-proverbs	L.4.5	Recognize and explain the meaning of common idioms, adages, and proverb.
Grammar Chart	Conjunctions	L.4.2	I can identify many of the conjunctions (connecting words) and how they are used to create a compound sentence
	Comma with coordinating conjunction	L.4.2	Use a comma before coordinating conjunction in a compound sentence.
IXL, Volume 3	Homophones	L.3.1, L. 4.g.1 , RF.4.4	
	Sequence of sentences	w.3.3.C	
Readworks, NEwsela and SRA	Point of view	Ri.3.6	
ipad	Opinion writing	W.4.1	I can create an opinion piece on topics or texts, supporting it with a concluding statement or section related to the opinion presented

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Volume 1, IXL	Adverbs	L.3.1	
	Prepositional Phrase	L.4.1	I can identify prepositional phrases.
Skyscrapers and IXL	Smilies and Metaphors	L.4.5 and L.4.4a and L.4.5b	I can recognize simple similes and metaphors in context.
	Figurative Language	L.3.5 and L.3.5a and L.3.5b	
Skyscraper and Vol 4	Quotation Marks	L.4.2	I can use commas and quotation marks in dialogue and when quoting from a text.

	Production and writing distribution	w.3.4	
Newsela, SRA, Readwords	Information Maps, Photo, predictions	ri.3.7	
reference books, ipads	Research Writing	W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	Poetry, Readers Theater	4.RF.4	I can read prose and poetry aloud with accuracy, rate and expression
	Parts of a Poem, Drama	4.RL.5	I can tell my teacher or a friend about the different parts of poems and plays that I read and structural elements

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
zoom lessons	prepositions		
IXL	Pronoun	L.3.1	
IXL	Conjunctions	L.3.1.H	
Volume 3	Homographs		
Volume 4	Colons		
Sky Scraper and IXL	Proper writing components	W.3.5	
SRA, REadworks	Sequencing in reading	RI.3.a, Ri.3.9	
	Research Writing		
	Oral Book Report with visual aid	4.RL. 7	I can recognize when a visual or oral presentation is based on a text
		SL.4.4	I can present on a topic in an organized manner, using details to support my topic
		SL.4.5	I can use multimedia and visuals in presentations to help support my topics
Specific Skills, Common Lit	Cause and Effect, Sequence	RI.4.5	I can describe the sequence of events, cause and effect or problem and solution in informational texts that I read

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Volume 1, IXL	Conjunctions	L.3.1	
	Narrative Point of View		
IXL	Using linking words	W.3.1.C, W.3.2.C	
Key Notes	Publishing Writing (All year)	W.3.6	
SRA, Readwords, Newsela	Comprehension	Ri.3.10	

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
readers theater	all story elements		

English Language Arts

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Morning circle time and whole group discussion (daily)		SL.K.2	I can tell what a story is about.
Morning circle time; Throughout the day during work time		SL.K.3	I can ask and answer a question about what I have heard.
Metal Insets Intro			
Physical Considerations When Writing (form, grip, posture)			
Improving Handwriting			
Metal Insets			
Metal Insets: Presentations			
Metal Inset Booklets: Intro			
Metal Inset Booklets			
Metal Insets: Extension			
Refinement of Pencil Control	push pinning letters		
Patterns for Writing			

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Sandpaper Letters: as a handwriting exercise			
Writing in Grain (sand tray)			
Writing on the Chalkboard/Dry Erase Board		L.K.1a	I can print lots of upper and lowercase letters.
Tracing the Child's Name			
Writing on the Paper		K.CC.WK.1, K.CC.WK.2	
Forming Letters			
Circle Time Discussion, Show & Tell, Read Aloud		L.K.1d (who/what/where/when/why/how)	
Circle Time, Community Circle, Show & Tell, Authors Stage & Ground Rules		SL.K.1 (a and b)	
Moveable alphabet, sandpaper letters, letter printing papers, upper and lower case matching		RF.K.1d (Recognize and name all uppercase and lowercase letters of the alphabet)	I can name all of my upper and lower case letters in the alphabet.
Circle discussion and demonstrations, sandpaper letters, sound boxes, Language Works programs, moveable alphabet		RF.K.3a Demonstrate basic knowledge of letter-sound correspondences by producing the primary most frequent sound for each consonant	I can say the most common sound for each consonant in the alphabet.

Circle discussion, Language Works, moveable alphabet, Raz-Kids, sight-word assessment, practical life exercises		RF.K.3c (Read common high-frequency words by sight)	I can read common sight words.
Circle discussion, small groups, journaling		RL.K.1-10 (Reading and responding to literature)	I can read, understand and tell about fiction.
Scholastic News		RI.K.1	I can ask and answer questions about important details in nonfiction books.

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Creating Margins			
Clay Tablets			
Alphabets from Other Cultures			
Whole to Parts: Nomenclature Cards			
Review 3 Period Lesson			
Vocabulary Development (pictures with initial sounds)			
"I Spy" Initial Sounds			
Circle discussion, Language Works, Read Alouds, Clapping Symbols		RF.K.2a (Recognize and produce rhyming words)	I can recognize and make rhyming words.
Clapping Symbols, Moveable Alphabet		RF.K.2 (b and c)	RF.K.2A: I can recognize and make rhyming words. RF.K.2B I can count and divide words into syllables RF.K.2C I can blend and take apart the beginning sounds and ending parts of one-syllable words.
Circle discussion, Max the Cat book series, moveable alphabet, Language Works		RF.K.3b (Associate the long and short sounds with the common spellings for the 5 major vowels)	I can match long and short vowel sounds with the letters that go with them.
Raz-Kids, In-Class Book Shelves		RF.K.4 (Read emergent-reader texts with purpose and understanding)	I can read and understand books at my level well.
Circle Discussion, Bi-Weekly Journaling time, Sentence Starters		W.K.8 (With guidance, recall information from experiences or gather information from provided sources to answer a question)	I can use what I know and have read about to answer questions.

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Sandpaper Letters			
Sandpaper Letters with Pictures (Intro to Word Build)			
Blending Sounds (with objects or pictures)			

Moveable Alphabet (short vowel word families with objects)		RF.K.1 (a and b)	RF.K.1 I can understand how books are meant to be read RF.K.1A I can read the words in a book in the right order. RF.K.1B I can understand that words I say can be written using letters in a certain order.
Word Labels: short vowel sounds with objects of pictures			
Booklets: Short Vowel Sounds			
Word Lists: Short Vowel Sounds			
Rhyming Word Labels: short vowel sounds with pictures			
Peek-A-Boo Words: Short Vowel Sounds			
Dial-A-Word: Short Vowel Sounds			
Intro to Sight Words			
Sight Words: Most Frequently Used Words			
Word Cards: Sight Words			
Moveable Alphabet, Journaling, Whole Group Instruction		RF.K.1c (Understand that words are separated by spaces in print)	I can understand that words have spaces between them.
Circle Time, Author's Stage, Show and Tell		SL.K.6 (Speak audibly and express thoughts, feelings, and ideas clearly)	I can speak and share my ideas clearly.

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Consonant Blends Guide			
"I Spy" Consonant Blends with Objects or Pictures			
Sandpaper Letters: Consonant Blends (whole group)			
Moveable Alphabet: Consonant Blends with Objects of Pictures			
Word Labels: Consonant Blends with Objects or Pictures			
Sentence Labels: Consonant Blends with Objects or Pictures			
Booklets: Consonant Blends			
Word Lists: Consonant Blends			
Final Consonant Blends			
Sequence of Presentations			
Phonograms: Sandpaper Letters			
Phonograms: Sandpaper Letters with Pictures			
Phonograms: Moveable Alphabet with Pictures			
Phonograms: Pictures with Word Labels			

Phonograms: Word Lists			
Expand complete sentences; journal writing, moveable alphabet	Owl at Home by Arnold Lobel; The Mitten by Jan Brett; MLK Day (I can be a friend by; My Dream is...)	L.K.1f, L.K.2 (a-d)	L.K.1F: I can create longer complete sentences with my class. L.K.2 I can show that I know how to write sentences correctly. L.K.2A I can capitalize the first word in a sentence. I can capitalize the word "I" L.K.2B I can find and name punctuation at the end of a sentence.
Show and Tell, Circle Time, Writing Pieces	MLK Day, Weekly show and tell	SL.K.4 (Describe familiar people, places, and events)	I can use details when I tell about people, places and things.
Read Alouds		RI.K (1-10)	I can read, understand, and tell about nonfiction.
Journaling, Nomenclature, Circle	Journaling -Writing pieces (retelling stories, narratives)	SL.K.5 (Add drawings or other visual displays to descriptions in order to provide extra detail)	I can use drawings to help add details to what I share.
Sandpaper Letters, Moveable Alphabet, Circle discussion, Language Works, Journaling	Language Drawers and books, Word Family Cards,	RF.K.2d (Isolate and pronounce the initial, medial vowel, and final sounds in 3 phoneme words)	I can find and say the beginning, middle, and last sound in simple words.
Sound Boxes, Sandpaper Letters, Circle discussion, Language Works, Moveable Alphabet	Word Ladders, Rhymes, Word families	RF.K.2e (Add or substitute individual sounds in simple, 1-word syllables to make new words)	I can make new words by changing a consonant or a vowel sound in a word I already know.
Sequencing cards		W.K.3 (Timeline, re-telling)	I can draw or write to tell an organized story about something that has happened.

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
The Noun: miniature environment	Noun Barn	L.K.1b	I can use nouns (words that name) and verbs (action words).
The Noun: person, place, or thing			
The Noun: common or proper			
The Noun: singular and plural			
The Noun: feminine, masculine, neutral			
The Article: key experience			
The Article: special case of the "an"			
The Article: miniature environment			
The Article: singular and plural			
The Article: reading			
Language Works, Moveable Alphabet, Circle discussion and demonstrations		RF.K.3d (Distinguish between similarly spelled words, by identifying the sounds of the letters that differ)	I can tell the difference between and read similar words by looking at the letters that are different.

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
The Adjective: key experience			
The Adjective: miniature environment			
The Adjective: the detective triangle game with 2 adjectives			
Noun Family: Chart		L.K.1.b	I can use nouns (words that name) and verbs (action words).
Noun Family: Grammar Symbols		L.K.1.b	
Noun Family: Transposition		L.K.1.b	
Noun Family: the adjective-logical agreement		L.K.1.b	
Plural Noun (-s, -es)		L.K.1.c	I can make nouns plural (more than one) by adding "s" or "es" to the end.

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
The Verb: key experience		L.K.1.b	
The Verb: with noun and article transposition		L.K.1.b	
The Verb: logical agreement		L.K.1.b	
The Preposition: key experience			
The Preposition: miniature environment			
Preposition: transposition			
The Adverb: key experience			
The Adverb: transposition			
The Adverb: logical agreement			
Preposition Book/Video, HWT Workbook, Verbal Command Activity using notecards, Circle Discussions		L.K.1e (Prepositions)	I can use common prepositions (to, from, in, out, on, off, for, by, with).
Noun/Verb Sorting Activity; Example: duck (noun) to duck (verb)		L.K.4a (Multiple-meaning words)	I can find new meanings for words I already know and use them correctly.
Fiction and Nonfiction material provided by teacher		W.K.7 (Participate in shared research/writing projects)	I can help my class learn about a subject and then write about it.

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
The Pronoun: key experience			
The Conjunction: key experience			
The Conjunction: miniature environment			
The Interjection: key experience			

1st, 2nd, & 3rd Grade Year at a Glance

Mathematics/Geometry

September

MONTESSORI ALBUM / RESOURCE	FIRST GRADE	SECOND GRADE	THIRD GRADE	I CAN STATEMENTS 1st Grade	I CAN STATEMENTS 2nd grade	I CAN STATEMENTS 3rd Grade
Geometry Solid review NAMCpg 105	NWEA TESTING	NWEA Testing	Nwea			
	ALBANESI INDIVIDUAL PLACEMENT introduce procedure	ALBANESI INDIVIDUAL PLACEMENT introduce procedure	Albanesi Assessments			
GEOMETRY	Geometric cabinet: Intro presentation pg review geometric solids pg 105	geo solid review	geo solid review			
NAMC math volume 2 page 65 also reference Geometry Manual 1 pg 29	Presentation tray Polygon and Quadrilateral drawers	Presentation tray Polygon and Quadrilateral drawers	naming quadrilateral attributes			3Ga I can place shapes into categories depending upon their attributes (parts). I can name a category of many shapes by looking at their attributes (parts). I can recognize and draw quadrilaterals (shapes with four sides) including rhombuses, rectangles and squares. □ I can divide shapes into parts with equal areas and show those areas as fractions.
Circle time	review time o'clock, add half past read and write	review time o'clock, add half past read and write	review time quarter and 5 min... to and past			
MA Vol 1 EL 1 Manual	PRESENTATIONS:	PRESENTATIONS:	PRESENTATIONS			
	100 board, sequin board (review)	Place Value	Stamp game golden beads dynamic addition, subtraction, multiplication			
pg 46	one hundred chain and labels					
pg.63&66	Decimal System (Cards) Place Value)		Place Value of multi Digit			
pg73	Golden beads (adding) static	sums and differences to 20				
		initiating fluency with additionand subtraction within 100				
pg 132	Strip Board. (adding and subtracting)	add multiples of 10				
	Comparing numbers (less, greater than)	expanded notation with decimal cards				
pg 27	Snake Game (combinations of 10)	memorize addition facts	Place Value			3NBT a 3 I can multiply any one digit whole number by a multiple of 10. (ex: 6 x 90 and 4 x 30)
pg58	Cubing Chain	CUMMATATIVE LAW				
pg 156	Commutative Law					

October

MONTESSORI ALBUM / RESOURCE	FIRST GRADE	SECOND GRADE	THIRD GRADE	I CAN STATEMENTS 1ST GRADE	I CAN STATEMENTS 2ND GRADE	I CAN STATEMENTS 3rd Grade
GEOMETRY		addition and subtraction of length units understand using a centimeter ruler, metric lengths metric word problems	elasp time			3MD 1 I can tell and write time to the nearest minute. I can measure time in minutes. I can solve telling time word problems by adding and subtracting minutes.
		Time qtr and 5 min tell and write	Lines nomenclature MAYBE MOVE TO ANOTHER MONTH ...curved straight line segment end point			3GA can place shapes into categories depending upon their attributes (parts).
NAMC math volume 2 pg 75 also reference Geometry maunal 1 page36	Geometric Drawer :	Geometric Drawer :	fractions intro			
	Curved Figure and Triangle drawers	Curved Figure and Triangle drawers	dynamic Addition and subtration			
MA Vol 1 EL1 MANUAL	money	money, cents dollar signs	adding money			

	PRESENTATIONS:	PRESENTATIONS:	PRESENTATION. multiplication checker board			3.OAAA1 can understand multiplication by thinking about groups of objects. I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related. (If I know that $6 \times 8 = 48$, then I also know that $48 \div 8 = 6$.)
pg 97	Intro:Stamp game static	Intro:Stamp game (subtraction 2nd year dynamic)	TRIANGLE DRAWER: triangle : scalene, isosceles, equilateral			
pg 117-125	Short bead frame intro static	Large bead frame intro and adding dynamic				3.MNFA2 #NFA can understand fractions as numbers on a number line by showing them on a number line diagram. I can show a fraction on a number line by marking off equal parts between two whole numbers.
pg 124	Reading & /writing numbers, place value	place value,counting and comarisonof numbers to 1000				
	Golden beads subtraction	Golden beads dynamic subtraction 2nd yr				
	(commutative law) ** adding doubles	Fact Families (commutative law)		1.OA.B.3 I can use fact families to help me solve addition problems. (commutative)		
	Count On .. Understanding missing addends,			1.OA.A.1 I can use different strategies for addition to solve word problems. (within 20)		
	Vocabulary Word Wall	Vocabulary Word Wall				
	word problems to 20 adding	searching for 10s snake game	story problems multiplication 2,5,10			
pg128		2nd year beging timing fact memorization	timing facts			
	adding math charts	WORD PROBLEMS BEGIN WEEKLY				
	COUNT ON TO SUBTRACT					
	Word Problems WEEKLY					

November

MONTESSORI ALBUM / RESOURCE	FIRST GRADE	SECOND GRADE	THIRD GRADE	I CAN STATEMENTS 1ST GRADE	I CAN STATEMENT 2ND GRADE	I CAN STATEMENTS 3rd Grade
GEOMETRY	Circles are infinite use drawer to showing smaller to larger.Rectangle drawer aagain shows both from smaller to larger	Circles are infinite use drawer to showing smaller to larger.Rectangle drawer aagain shows both from smaller to larger	equivalent fractions			3NFA3B can recognize and write simple equivalent (equal) fractions and explain why they are equal using words or models.
Circle time	Money: name and tell value	Money: count pennies nickels and dimes, equivalent amounts of money up to dolla: name and tell value	lines nomenclature horizontal vertical oblique parallel / divergent convergent intersecting			
Circle time		Time 5min&10min&qtr past (tell&write)	multiplication 3,6,9. multiples of 10			
FRACTION MANNUAL Vol 1 EL1			multiplication story problems multiplication			3NBTA2 can quickly and easily add and subtract numbers within 1000.
pg2	Fraction Intro	Fraction Intro				
pg4						
pg8	Intro to Symbols	Intro to Symbols				
MATH Vol 1 EL 1 MANUAL	ADDING DOUBLES PLUS ONE					
		intro subtraction charts Subtraction facts memorization			2.NBT.A.1 I can understand and use hundreds, tens and ones	
	UNDERSTAND THE EQUAL SIGN, partner				2.NBT.A.1A I can show that I understand that a bundle of ten "tens" is called a "hundred"	

	numbers and bonds.....practice math fact to 10	Expanded Notation/ place value (using decimal cards)			2.NBT.A.3 I can read and write numbers to 1,000 in different	
pg188					2.OA.B.2 I know my subtraction facts.	
pg163	Associative law		math facts	1.OA.B.3 I can use addition facts I know well to help me solve problems where there are more than two numbers. (associative)		
pg 190	Subtraction Story Problem				2.OA.A.1 I can use strategies to solve subtraction word problems. (within 100)	
					2.NBT.B.7 I can use strategies to add numbers within 1000 and know when to regroup	
	Vocabulary Word Wall	2nd year Stamp game subtraction dynamic				

December

MONTESSORI ALBUM / RESOURCE	FIRST GRADE	SECOND GRADE	THIRD GRADE	I CAN STATEMENTS 1ST5 GRADE	I CAN STATEMENTS 2ND GRADE	I CAN STATEMENTS 3rd Grade
GEOMETRY	GEO Solid review pg 106 NAMC		fractions halves thirds and fourths			3)A d I can solve two-step word problems that involve addition, subtraction, multiplication and division. I can solve two-step word problems by writing an equation with a letter in place of the number I don't know. I can use mental math to figure out if the answers to two-step word problems are reasonable. I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work.
Geometry manual 1 Vol 1 EL pg 60	Stick Box presentation	Stick Box..... COMPARE SIDES, CORNERS, VERTICES, EDGES	mixed operations			3MD b 3I can make a picture or bar graph to show data and solve problems using the information from the graphs.
Fraction manual	PRESENTATION to FRACTION metal insets EQUAL PARTS, HALVES,FOURTHS		graphing properties of multiplicatiron and division			
MATH						
			math facts multiplication			I3NF a 1 I can find the missing number in a multiplication or division equation.
	UNDERSTAND SUMS GREATER THAT 10					
	MAKE A 10 TO ADD AND SUBTRACT		lines continue			
	Vocabulary Word Wall					
	add on					
	tracking					
	associative					
	number bonds/partners					

January

MONTESSORI ALBUM / RESOURCE	FIRST GRADE	SECOND GRADE	THIRD GRADE	I CAN STATEMENTS 1ST GRADE	I CAN STATEMENTS 2ND GRADE	I CAN STATEMENTS 3rd Grade
GEOMETRY		measurement and data using an inch ruler, inches, feet, yard: word problems				
	length	LENGHT MEASUREMENT				

	WEIGHT/ CAPACITY	WEIGHT/CAPACITY	length inches feet yard millimeter cm, m, kilo			
FRACTION MANUAL VOL 1 pg15	Presentation Equivalence					
pg 43	adding fractions with the same denominator	adding fractions with the same denominator				
MA VOL1 EL 1 MANUAL			word problems on going			
pg 192	Subtraction Story Problems	Subtraction Story ProblemsSubtraction Story Problems			2.OA.A.1 I can use strategies to solve subtraction word problems. (within 100)	3.OAD I can solve two-step word problems by writing an equation with a letter in place of the number I don't know. I can use mental math to figure out if the answers to two-step word problems are reasonable. I can solve two-step word problems that involve addition, subtraction, multiplication and division.
	Vocabulary Word Wall		input output tables/patterns			3.Oa.d.9
						3.Oa.b.5 3)Ab6 can use the Distributive property of multiplication. (To figure out 8×7 , I can think of $8 \times (5 + 2)$ which means $(8 \times 5) + (8 \times 2) = 40 + 16 = 56$.) I can find the answer to a division problem by thinking of the missing factor in a multiplication problem. (I can figure out $32 \div 8$ because I know that $8 \times 4 = 32$.)
Ready Math: Learn facts to 10 (1st year) Numbers and operations in base 10 (year 2)	(1st year) unit 2 6 weeks (2nd) year 10 weeks	multiplication	rounding			3.NBTA 3.NBTa 2 can use place value to help me round numbers to the nearest 10 or 100. I can quickly and easily add and subtract numbers within 1000.
	multiplication with the golden beads				I can work with equal groups of objects to help me start to understand multiplication	
	Testing NWEA		fractions number lines graphs			3.NF a 1 I can show and understand that fractions represent equal parts of a whole, where the top number is the part and the bottom number is the total number of parts in the whole.

February

MONTESSORI ALBUM / RESOURCE	FIRST GRADE	SECOND GRADE	THIRD GRADE	I CAN STATEMENTS 1ST GRADE	I CAN STATEMENTS 2ND GRADE	I CAN STATEMENTS 3rd Grade
GEOMETRY	measurement and data cont..	tally charts, line plots, bar graphs create bar graphs, interpret and create pictographs	equivalent fractions mixed fractions			
	sort and count, compare data, order objects in length, compare length		decimals intro			
FRACTIONS Manual VOL 1	Adding fractions with same denominator summing to more than one.	even or odd numbers, add doubles using models	perimeter			3.MDd 8 4 MD A3 can solve real world math problems using what I know about how to find the perimeter of shapes.

		equal groups, arrays and equal group rectangle arrays	area			3MD.c.7 I can understand area by thinking about multiplication and addition. I can find the area of a rectangle using square tiles and also by multiplying the two side lengths. <input type="checkbox"/> I can solve real world problems about area using multiplication. <input type="checkbox"/> I can use models to show that the area of a rectangle can be found by using the distributive property (side lengths a and b+c) <input type="checkbox"/> I can find the area of a shape by breaking it down into smaller isosceles triangles (a x b + a x c).
MA VOL 1 EL1 MANUAL		2 digit and 3 digit addition and subtraction	fractions number lines/graphs			3NFA.2a 3NFA.3.4MDB4 I can label fractions on a number line because I know the space between any two numbers on the number line can be thought of as a whole. I can compare fractions by reasoning about their size. I can understand fractions with different numerators (top numbers) and denominators (bottom numbers) can actually be equal.
tens	SKIP COUNT 10'S	SKIP COUNT 2.5.10	input/output table			
pg 162	Checker Board with Bead Bars	Checker Board with Bead Bars				
	Division with the golden beads	Division with the golden beads				
	3 Digit Static Addition Word probs. Vocabulary Word Wall	3 Digit STATIC AND DYNAMIC Addition Word probs.		1.OA.A.2 I can solve word problems where I have to add 3 whole numbers.	2.OA.A.1 I can use strategies to solve addition word problems. (within 100)	
	measurement word problems					

						3NF a 3BCD can recognize and write simple equivalent (equal) fractions and explain why they are equal using words or models. <input type="checkbox"/> I can show whole numbers as fractions. (ex: $3 = 3/1$) <input type="checkbox"/> I can recognize fractions that are equal to one whole. (ex: $1 = 4/4$) <input type="checkbox"/> I can compare two fractions with the same numerator (top number) or the same denominator (bottom number) by reasoning about their size. <input type="checkbox"/> I can understand that comparing two fractions is only reasonable if they refer to the same whole. <input type="checkbox"/> I can compare fractions with the symbols $>$, $=$, $<$ and prove my comparison using models.
		balance equations up to two digits	mixed fractions			
		regrouping adding and subtraction				
	Vocabulary Word Wall					

April

MONTESSORI ALBUM / RESOURCE	FIRST GRADER	SECOND GRADE	THIRD GRADE	I CAN STATEMENTS 1ST GRADE	I CAN STATEMENTS 2ND GRADE	I CAN STATEMENTS 3rd Grade
GEOMETRY	Review Unit 6 for (1st year). Unit 4 (2nd year)		Gallon Man capacity			
Ready Math	measurement	measurement pg 236 (2nd year)			2.MD.A.1 I can use different tools to measure objects.	
FRACTIONS			geometry attributes			
partition numberline		adding and subtracting on a numberline				
MATH		a.m. or p.m. elapsed time	decimals			
Tens	1st year Unit 4 (4 lessons)	base 10				
	120 chart					
	10 more 10 less					
	plus and minus					
	Vocabulary Word Wall					
	congruency	congruency	congruency, equivalency, similarity			

May

MONTESSORI ALBUM / RESOURCE	FIRST GRADE	SECOND GRADE	THIRD GRADE	I CAN STATEMENTS 1ST GRADE	I CAN STATEMENTS 2ND GRADE	I CAN STATEMENTS 3rd Grade
GEOMETRY	NWEA TESTING	NWEA TESTING	NWEA Testing			
	M STEP TESTING	M STEP TESTING	M Step Testing			
	Review shapes and attributes	Review shapes count sides and vertices compare sides and vertices			2.G.A.1 I can name and draw shapes. (I know triangles, quadrilaterals, pentagons, hexagons and cubes.)	

						3OA.D I can solve two-step word problems by writing an equation with a letter in place of the number I don't know. I can use mental math to figure out if the answers to two-step word problems are reasonable.I can solve two-step word problems that involve addition, subtraction, multiplication and division.
MATH			Word problems 2 step all operations			
Tens and Ones	1st year unit 5 (5 lessons)	equal parts	word problems using measurements			
	adding 10		Math facts			
			testing and review			
	Review					
	Vocabulary Word Wall					

June

MONTESSORI ALBUM / RESOURCE	FIRST GRADE	SECOND GRADE	THIRD GRADE	I CAN STATEMENTS 1ST GRADE	I CAN STATEMENTS 2ND GRADE	I CAN STATEMENTS 3rd Grade
MATH						
	Any follow up					

4th Grade Year at a Glance

Mathematics/Geometry

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Stamp Game, Golden Beads,	Dynamic addition and subtraction	4.OA.3, 4.NBT.4	easily and accurately add and subtract multi-digit whole numbers
Stamp Game, Golden Beads	Multiplication Facts	4. NBT.B.5	multiply a whole number up to four digits by a one-digit whole number.
Number Cards, Large Bead Frame, Go	Place Value of Multi-Digit Numbers	4.NBT.1, 4.NBT.2	I can determine that a digit represents ten times what it would be in the place to it's right.
	Compare Multi-Digit Numbers	4.NBT.2	
number line	Rounding	4.NBT.3	I can round whole numbers to nearest 10, 100, 1000
	Word Problems	4.OA.3	
Montessori Nomen Clature; Stick mate	Types of Lines	4.G.1	I can draw and identify a point, line, line segment and ray
	Albanesi Assessments		
	NWEA		

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Stick material; Geometric Cabinet	Angles(Geometry) Mont. Nomen Clatu	4.G.A.1, 4.G.A.2	I can draw a right angle. I can draw an acute angle. I can draw an obtuse angle.
Stick material; Nomen Clature	Perpendicular, Parrallel lines	4.G.1	I can draw perpendicular and parallel lines.
	Multiplication Facts on going		
	Expanded Notation	4.NBT.2	I can read and write multi-digit whole numbers using base ten numbers. I can read and write multi-digit numbers using expanded form.
	Metric Unit Conversions	4.MD.1, 4MD.2	
	Practical Application; measurement wo	4.MD.1, 4.MD.2	
Kumon	word problems; add, subtract	4.OA.3	Solve multi-step word problems using addition and subtraction
checkerboard, gold bead frame	Multi-Digit Multiplication	4.OA.1, 4.OA.2	
Freckle	multiplication w/perimeter and area	4.MD.3	I can use the area and perimeter formulas for rectangles to solve real-world math probles
golden bead material	Multiply by 10, 100, 1000		

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Multiplication area models	4NBT.B5	multiply a 2-digit number by a 2-digit number using strategies based on place value and/or operation properties.
stamp game, test tubes	Division with remainders		
	Factors	4.OA.2	
	Divide by 10, 100, 1000	4.OA.3, 4.NBT.6	
Stick Box	parallel lines	4.G.1	
	Montessori protractor/degrees	4.MD.6	
	math facts		

December

5th Grade Year at a Glance

Mathematics

September

2018-19, 2019-20

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Individual Albanesi instr	Unit 1 Number and Operations in Base 10		
	Lesson 1: Understand Place Value	5.NBT.1	
	Lesson 2: Understand Powers of 10	5.NBT.1, 5.NBT.2.	
yellow board, decimal board			
stamp game, checkerboard			

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Albanesi Cards and math plans	Unit 1 Continued		
	Lesson 3: Read and Write Decimals	5.NBT.3	
yellow board, decimal board	Lesson 4: Compare and Round Decimals	5.NBT.4	
stamp game, test tubes, checkerboard	Lesson 5: Multiply Whole Numbers	5.NBT.5	
	Lesson 6: Divide Whole Numbers	5.NBT.6	
	Lesson 7: Add and Subtract decimals	5.NBT.7	

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Unit 1 continued		
decimal material	Lesson 8: Multiply Decimals	5.NBT.5, 5.NBT.7	
	Lesson 9: Divide Decimals	5.NBT.6, 5.NBT.7	
	Unit 2 Number and Operations - Fractions		
Albanesi/ golden bead frame	Lesson 10: Add and Subtract Fractions	5.NF.1, 5.NF.2	
Fraction box			
		5.MD.1	

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Albanesi; stamp game, Racks and Tubes	Division	4.NBT.6	I can find whole numbers quotients and remainders with up to 4 digit dividends and 1 digit divisors
Kumon	World Problems	4.OA.2	I can multiply to solve word problems by using drawings and equations that have symbols for unknown numbers
	Measure and Draw Angles	4.MD.5	
	Lattice, area models 2 digit by 2 digit multiplication	4.OA.2, 4.NBT.5	
	Review		

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
fraction box	Equivalent Fractions	4.NF.3b, 4.NF.4a	
	draw area models representing fractions	4.NF.1	
fraction box	compare fractions w/different denominators	4.NF.2	I can compare the fractions using greater than, less than, and equal
Kumon	Word Problems (ongoing)	4.OA.A2	
	Math Facts		
fraction box	add/subtract fractions same denominator	4.NF.3	I can understand addition and subtraction of fractions as joining and separating parts referring to the same whole
	improper fractions and mixed numbers	4.NF.3	I can understand that improper fractions have numerators that are greater than the denominators
	Measure and Draw Angles continued	4.MD.5	
Stick Material	Adjacent Angles Addition	4.MD.7	

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Kumon	Word Problems		
	Math Facts		
Albanesi and, Kumon, iready, IXL	multiplying fractions by whole number	4.NF.4	I can multiply a fraction by a whole number.
	Fraction Line Plot	4.MD.4	
Geometry Cabinet, Nomenclature	2-D Figures Naming	4.G.2	
	2-D Figures Characteristics/Classify	4.G.2	

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Geometry Stick Material	Complementary Angles	4. MD. 7	I can solve addition and subtraction problems to find unknown angles
Geometry Albanesi Cards	Supplementary Angles	4. MD. 7	I can solve addition and subtraction problems to find unknown angles

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
albanesi/test tube material or stamp game	Number and Operations - Fractions Lesson 11: Add and Subtract Fractions word problems	5.NF.2	
	(also worked on prerequisite skills, factors and multiples and review)		

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Albanesi continued	Fractions as Division (Lesson 12)	5. NF. 3	
fraction box	Understand Products of Fractions (lesson 13)	5. NF. 4	
	Multiply Fractions using an area model (lesson 14)	5. NF. 4	
	Understand Multiplication as scaling (lesson 15)	5. NF. 5	
peg board, multiplication bead board			

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Albanesi continued	used a week to review skills		
	Lesson 16 Multiply Fractions in Word Problems	5.NF.6	
fraction material	Lesson 17 Understnd division with unit fractions	5.NF.7a-b	
number line			

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Lesson 18 Divide Unit fractions in word problems	5.NF.7c	
	Lesson 19 Evaluate and Write Expressions	5.OA.1-2	

Decimal Board, Decimal Numerals	Introduction to Decimals	4.NF.6	
	Fractions as Decimals	4.NF.6	
	Compare Decimals	4.NF.7	
	Symmetry	4.G.3	

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	add/subtract money decimals	4.NF.5, 4.MD.2	
	Math Facts		
Kumon	Money Word Problems		
	Review where needed		

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Kumon	Word Problems	4.OA.2, 4.OA.3, 4.MD.1, 4.MD.2	
	Math Facts		
Kumon	Measurement Conversion Tables	4.OA.1, 4.OA.2, 4.MD.1	
	Testing and Review		

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS

	Lesson 20 Comparing two numerical patterns	5.OA.3	
volume material			

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Lesson 21 Convert Measurement Units	5.MD.1	
	Lesson 22 Solve Word Problems - Conversions	5.MD.1	
	Lesson 23 Make Line Plots/ Interpret Data	5.MD.2	
volume box			
pythagoras boards			
binomial cube			
trinomial cube			
cubing material			

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Lesson 24 Understand Volume	5.MD.3a, 5.MD.3b, 5.MD.4	
	Lesson 25 Volume of rectangular prism	5.MD.5a, 5.MD.5b	
	Lesson 26 Find Volume using formulas	5.MD.5a, 5.MD.5b	

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Lsn. 27 Volume of composite figures	5.MD.5.c	

6th Grade Year at a Glance

Mathematics

September

ENGAGE NEW YORK	MONTESSORI LESSON	MONTESSORI ALBUM / RESOURCE	IXL	COMMON CORE STATE STANDARD	I CAN STATEMENTS
<i>Review</i>		<i>Albanesi</i>			
practice multiplication facts!	Use parts from for warm-ups each day				
Take Albanesi Pre-test (GAT 5.9)	re-introduce Albanesi word problem format sheet	powers (#23), metric (#27), + - decimals (#22)			
NWEA Testing		Cards #24, 28, 30--Fractions			
<i>Module 1--Ratios & Unit Rates</i>					
Ratios/Equivalent Ratios		Cards #33--Ratios/Proportions		6.RP.A.1	I can compare numbers by using a ration
Ratio Tables				6.RP.A.3	I can solve real-situation problems by using rations
Value of Ratios			R.13	6.RP.A.3a	I can build a ratio table
Plot lines on a Coordinate Plane				6.RP.A.3	I can find relationships between ratios

October

ENGAGE NEW YORK	MONTESSORI LESSON	MONTESSORI ALBUM / RESOURCE	IXL	COMMON CORE STATE STANDARD	I CAN STATEMENTS
<i>Module 1--Ratios & Unit Rates (con't)</i>		<i>Albanesi</i>			
Convert ratio to rate (and vice versa)			R.15	6.RP.A.2	I can change a ratio to a rate in order to compare
				6.RP.A.3b	I can solve for unit pricing, speed, and work
Unit Rates/ convert measurement units	Metric tools: scale, meter stick, thermometer, beaker	Cards #37--Metric Conversions	R.9, R.22	6.RP.A.3d	I can manipulate units to convert to other forms
24: Percents (rates per 100)					
25: Fraction to Percent	centesimal protractor/ plastic fractions	Cards #36--Percents		6.RP.A.3c	I can write a ratio as a percent
Problem solving					

November

ENGAGE NEW YORK	MONTESSORI LESSON	MONTESSORI ALBUM / RESOURCE	IXL	COMMON CORE STATE STANDARD	I CAN STATEMENTS
<i>Module 2--Arithmetic Operations</i>		<i>Albanesi</i>			
1: multiply a whole number by fraction (vice vs)		Cards #34--whole# x fraction			
3/4: Divide a fraction by a fraction	Video: " Keep, Change, Flip "	Cards #40--fraction x fraction	reciprocal L.1. L.5	6.NS.A.1	I can create and solve a story using division of fractions
word problems two-step with fractions					
Convert fraction to decimal	centesimal protractor/ plastic fractions	Cards #31--Decimals	G.1, G.4	6.NS.B.3	I can convert a number to a decimal
9: Sum and Difference of decimals					
11: Distributive property to solve multiply problems	Distributive multiplication using bead bars			6.EE.A.3	I can solve decimal multiplication by using the distributive property
12-15: Dividing decimals	decimal "coins," skittles			6.NS.B.2	I can estimate my answer to help me find it quickly
17: Rules of Divisibility for 3&9		review 5th grade card 94.K--rules of divisibility		6.NS.B.3	I can add, subtract, multiply, and divide multi-digit decimals
18, 19: GCF/LCM		Cards #39--set theory		6.NS.B.4	I can find the GCF of two whole numbers

December--begin next Albanesi math plan #6 (31-40)

ENGAGE NEW YORK	MONTESSORI LESSON	MONTESSORI ALBUM / RESOURCE	IXL	COMMON CORE STATE STANDARD	I CAN STATEMENTS
<i>Module 3--Rational Numbers</i>		<i>Albanesi</i>			
A: pos and neg #'s--number line	Number line of integers	Cards #38 (B, D, E, I, K)--Integers		6.NS.C.6a	I understand opposite numbers
1-4: opposite direction and value				6.NS.C.6c	I understand positive and negative signs and order them on a number line
2-3: banking and temperature	chicken farm blog--banking debit/credit	egg laying record-keeping		6.NS.C.5	I understand deposits and credits in a bank account
6: rational numbers & fractional scaling					
B: Order and absolute value		Cards #42--Integers			
7-8: ordering and comparing				6.NS.C.7a, 6.NS.C.7b	I can compare rational numbers in real-world situations
9: word problem match up to number line					
11: absolute value				6.NS.C.7c, 6.NS.C.7d	I can state the absolute value of a number, and how far it is from zero
C: Rational numbers on coordinate plane				6.NS.C.6b, 6.NS.C.6c, 6.NS.C.8	I can plot rational numbers on a coordinate plane
14/15: ordered pairs on coordinate plane					
16/17: symmetry and drawing	avacado graph				
19: area, perimeter					

January--NWEA winter testing

ENGAGE NEW YORK	MONTESSORI LESSON	MONTESSORI ALBUM / RESOURCE	IXL	COMMON CORE STATE STANDARD	I CAN STATEMENTS
<i>Module 4--Expressions/Equations</i>		<i>Albanesi</i>			
8, 9, 10					
teach 12 first, then combine with 11 problem set	Distributive multiplication using bead bars	Cards #44--Binomials		6.EE.A.3, 6.EE.A.4	I can create equivalent expressions
	binomial cube	Cards #45--Binomials golden beads		6.EE.A.1	I can create equivalent expression for whole number exponents
				6.EE.A.2	I can replace a number in an expression with a letter

[illegible]

7th & 8th Grade Year at a Glance

Mathematics/Geometry

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
7th Grade Engage NY	Module 1 - Ratio and Proportional Relationships	7.RP.1, 7.RP.2, 7.RP.3	
8th Grade Engage NY	Module 1 - Integer Exponents and Scientific Notation	8.EE.1, 8.EE.3, 8.EE.4	

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
7th Grade Engage NY	Module 1 - Ratio and Proportional Relationships	7.RP.1, 7.RP.2, 7.RP.3	
8th Grade Engage NY	Module 2 - The Concept of Congruence	8.G.1, 8.G.2, 8.G.5, 8.G.6, 8.G.7	

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
7th Grade Engage NY	Module 2 - Rational Numbers	7.NS.1, 7.NS.2, 7.NS.3, 7.EE.2, 7.EE.4	
8th Grade Engage NY	Module 3 - Similarity	8.G.3, 8.G.4, 8.G.5, 8.G.6, 8.G.7	

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
7th Grade Engage NY	Module 2 - Rational Numbers	7.NS.1, 7.NS.2, 7.NS.3, 7.EE.2, 7.EE.4	
8th Grade Engage NY	Module 3 - Similarity	8.G.3, 8.G.4, 8.G.5, 8.G.6, 8.G.7	

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
7th Grade Engage NY	Module 3 - Expressions and Equations	7.EE.1, 7.EE.2, 7.EE.3, 7.EE.4, 7.G.4, 7.G.5, 7.G.6	
8th Grade Engage NY	Module 4 - Linear Equations	8.EE.5, 8.EE.6, 8.EE.7, 8.EE.8	

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
7th Grade Engage NY	Module 3 - Expressions and Equations	7.EE.1, 7.EE.2, 7.EE.3, 7.EE.4, 7.G.4, 7.G.5, 7.G.6	

8th Grade Engage NY	Module 4 - Linear Equations	8.EE.5, 8.EE.6, 8.EE.7, 8.EE.8	
---------------------	-----------------------------	--------------------------------	--

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
7th Grade Engage NY	Module 4 - Percent and Proportional Relationships	7.RP.1, 7.RP.2, 7.RP.3, 7.EE.3, 7.G.1	
8th Grade Engage NY	Module 5 - Examples of Functions from Geometry	8.F.1, 8.F.2, 8.F.3, 8.G.9	

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
7th Grade Engage NY	Module 5 - Statistics and Probability	7.SP.1, 7.SP.2, 7.SP.3, 7.SP.4, 7.SP.5, 7.SP.6, 7.SP.7, 7.SP.8	
8th Grade Engage NY	Module 6 - Linear Functions	8.F.4, 8.F.5, 8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4	

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
7th Grade Engage NY	Module 6 - Geometry	7.G.2, 7.G.3, 7.G.5, 7.G.6	
8th Grade Engage NY	Module 7 - Introduction to Irrational Numbers using Geometry	8.NS.1, 8.NS.2, 8.EE.2, 8.G.6, 8.G.7, 8.G.8, 8.G.9	

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
7th Grade Engage NY	Module 6 - Geometry	7.G.2, 7.G.3, 7.G.5, 7.G.6	
8th Grade Engage NY	Module 7 - Introduction to Irrational Numbers using Geometry	8.NS.1, 8.NS.2, 8.EE.2, 8.G.6, 8.G.7, 8.G.8, 8.G.9	

1st & 2nd Grade Year at a Glance

Mathematics/Geometry

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Geometry, Volume 1	Geometry Cabinet	1.G.A.1	
	Time/Money (circle time)		
Math, Volume 1	Review		
	Linear Counting	1.NBT.A.1	
	Golden Beads		
	Numerals-Counters	1.NBT.A.1	
	Memory game	1.NBT.A.1	
	Albanesi Math Pre-Test	NWEA Map Math	

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Geometry, Volume 1	Polygons	2.G.A.1	
	Quadrilaterals	2.G.A.1	
	Curved Figures		
Math, Volume 1			
	Snake Game	1.NBT.B.2.A	
	Ten board/quantity	1.NBT.A.1	
	Ten board/symbols	1.NBT.B.2.B	
	Ten board/quantity and symbols	1.NBT.B.2.B	
Ready Math - Unit 1			
	Ten board/quantity and symbols	1.NBT.B.2.B	
	Stamp Game		
	Golden Beads (regrouping)		

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Geometry, Volume 1	Triangles	1.G.A.1, 1.G.A.2	
	Constructive Triangles (rectangle box)	1.G.A.1, 1.G.A.2	
	Triangles (blue rectangle box)	1.G.A.1, 1.G.A.2	
Math. Volume 1	One hundred chain	1.NBT.B.2.A, 1.NBT.B.2.B, 2.NBT.A.1.A, 2.NBT.A.1.B	
	One thousand Chain	ting	
	n	2.NBT.A.1.A, 2.NBT.A.1.B, 2.NBT.A.2	
	One hundred aand board/numerals		
	Squaring chain 1-10	skip cou	
	Cubing chains 1-10		
	Cubing chians layout		
Ready Math - Unit 2			

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Geometry, Volume 1	Blue Scalene	2.G.A.1	
	Right triangles series1	2.G.A.1	
	Drawings of digraphs		
Math, Volume 1	Decimal system: Quantity, Symbols, Both formation of numerals	1.NBT.B.2, 1.NBT.B.2.A, 1.NBT.B.2.B, 2.NBT.A.1, 2.NBT.A.1.A, 2.NBT.A.1.B	
	Addition with golden beads	1.OA.A.1, 1.OA.A.2,	
	Regrouping with golden beads (+, x)	2.OA.A.1	
	Subtraction with golden beads	1.OA.B.3, 2.OA.A.1	
	Regrouping with golden beads (subtraction and division)	2.OA.A.1	
	Multiplication with golden beads		
	Division with golden beads (1 digit, 2 digit)		
Ready Math - Unit 3			

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Geometry, Volume 1	Geometry Stick box	1.G.A.1, 1.G.A.2, 2.G.A.1	
	Geometric Solids	1.G.A.2	
	solid	1.G.A.2	
Math, Volume	Stamp game	1.NBT.C.4, 1.NBT.C.6, 2.OA.A.1	
	Formation of quantity of stamp game	1.NBT.C.4, 1.NBT.C.6, 2.OA.A.1	
	addition with stamp game	1.NBT.C.4, 1.NBT.C.6, 2.OA.A.1	
	multiplication with stamp game		
	division with stamp game		
Fractions, Volume 1	Introduce fractions concepts	1.G.A.2, 2.G.A.3	
	Introduce symbols		
	fraction metal insets (intro) equivalence		

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Geometry, Volume 1	Plane	1.G.A.2	
	Line/Point		
	Point, Line, Plane, Solid	1.G.A.2	
Math, Volume1			
	Bead frame	1.OA.A.1, 1.OA.A.2, 2.OA.A.1, 2.OA.B.2	
	Bead frame/Golden beads	1.OA.A.1, 1.OA.A.2, 2.OA.A.1, 2.OA.B.2	
	Bead frame/notation paper		
	Writing/ Reading		
	Numbers on the bead frame		
	Addition with bead frame	1.OA.A.1, 1.OA.A.2, 2.OA.A.1, 2.OA.B.2	
	Subtraction with bead frame	1.OA.A.1, 1.OA.A.2, 2.OA.A.1, 2.OA.B.2	
Fractions, Volume 1	Equivalence metal insets	2.G.A.3	
	Equivalence 2nd level		

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Geometry, Volume 1	Golden Beads	1.NBT.B.2, 1.NBT.B.2.A, 1.NBT.B.2.B, 1.NBT.B.2.C, 1.NBT.C.4	
	Nomenclature cards		
	Lines geometric cabinet		
Math, Volume 1	Memorization		
	Addition strip board	1.OA.A.1, 1.OA.A.2, 2.OA.A.1, 2.OA.B.2	
	Addition chart 3	1.OA.A.1, 1.OA.A.2, 2.OA.A.1, 2.OA.B.2	
	Addition chart 4	1.OA.A.1, 1.OA.A.2, 2.OA.A.1, 2.OA.B.2	
	Addition chart 5	1.OA.A.1, 1.OA.A.2, 2.OA.A.1, 2.OA.B.2	
	Addition chart 6	1.OA.A.1, 1.OA.A.2, 2.OA.A.1, 2.OA.B.2	
	Oral games for + memorization	1.OA.A.1, 1.OA.A.2, 2.OA.A.1, 2.OA.B.2	
	Addition snake game	1.OA.A.1, 1.OA.A.2, 2.OA.A.1, 2.OA.B.2	
Fractions, Volume 1	Addition of fractions w/same denominator		

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Geometry, Volume 1	Nomenclature (5-6)		
	Parts of a line (7-10)		
	Relationship of lines to earth		
Math, Volume 1	Bead bars to memorize +	1.OA.A.1, 1.OA.A.2, 1.OA.A.3	
	Bead bars/communitive	1.OA.A.1, 1.OA.A.2, 1.OA.A.3	
	Bead bars/multiple addends	1.OA.A.1, 1.OA.A.2, 1.OA.A.3	
	Bead bars/ addends larger than 10	2.OA.A.1, 2.OA.B.2	
	Bead bars/ associative law	1.OA.B.3	
	Formats for +		
Fractions, Volume 1	Summing to more than a whole	2.G.A.3	
	Addition of fractions with same denominators		

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
-----------------------------	-------------------	----------------------------	------------------

Geometry, Volume 1	Relationship between two lines		
	Parallel Lines		
	perpendicular lines		
Math, Volume 1	x bead board		
	Equation slips		
	Combination of numbers		
	x chart 3		
	x chart 4		
	x chart 5		
	Oral Games		
	Basic formats		
	x story problems		
	x snake game, cubing chains (-,x)		
	Bead bars (-, x)		

Fractions, Volume 1 Subtraction of fractions with same denominator

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Geometry, Volume 1	Relationship of three straight lines		
Math, Volume 1	Decanomial		
	Powers of #'s		
	division Board		
	unit division board		
	division bead board		
	division chart 1		
	division chart 2		
	division story problem		
	multiplication and division story problems		
	oral games		

3rd Grade Year at a Glance

Mathematics/Geometry

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Stamp Game, Golden Beads	Dynamtic addition and subtraction	3.OA.D,	I can solve two-step word problems by writing an equation with a letter in place of the number I don't know. I can use mental math to figure out if the answers to two-step word problems are reasonable. I can solve two-step word problems that involve addition, subtraction, multiplication and division.
	Place Value of Multi-Digit Numbers		
	Place Value		
	Geometry: shapes and attributes	3Ga.1;	I can place shapes into categories depending upon their attributes (parts).
	Albanesi Assessments		
	NWEA		

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Albanessi (self paced)	Lines (Geometry) Mont. Nomen Clature	3.G.A, 4.G.A.1, 4.G.A.2	I can place shapes into categories depending upon their attributes (parts).

Stamp Game, Golden Beads, Bead Frame	Dynamtic Addition and Subtraction		
stamp Game, Golden Beads, Bead Frame	Multiplication	3.OA.A.1, 3.OA.C.7	I can understand multiplication by thinking about groups of objects. I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related. (If I know that $6 \times 8 = 48$, then I also know that $48 \div 8 = 6$.)
	Fractions (Understanding)	3.NF.A.2, 3.NF.A.2b,	I can understand fractions as numbers on a number line by showing them on a number line diagram. I can show a fraction on a number line by marking off equal parts between two whole numbers.
finger charts,	Math Facts		

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Fractions Pieces, Kumon Book	Fractions (equivalent)	3.NF.A.3B	I can recognize and write simple equivalent (equal) fractions and explain why they are equal using words or models.
Kumon Geometry Workbook, Checker Board	Multiplication	3.NBT.A.2	I can quickly and easily add and subtract numbers within 1000.
	math facts		

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
-----------------------------	-------------------	----------------------------	------------------

IXL, Albanessi	Mixed operations	3.0a.d	<p>I can solve two-step word problems that involve addition, subtraction, multiplication and division. I can solve two-step word problems by writing an equation with a letter in place of the number I don't know.</p> <p>I can use mental math to figure out if the answers to two-step word problems are reasonable.</p> <p>I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work.</p>
Albanessi, IXL, CommonCore Sheets	Graphing	3.md.b.3	I can make a picture or bar graph to show data and solve problems using the information from the graphs.
	Math Facts (On Going)	3.0.A.A.4 (On going)	I can find the missing number in a multiplication or division equation.
IXL, Albanessi, Common core sheets	Properties of Multiplication/Division	3.0.a.b.5, 3.0a.b.6	I can use the Distributive property of multiplication. (To figure out 8×7 , I can think of $8 \times (5 + 2)$ which means $(8 \times 5) + (8 \times 2) = 40 + 16 = 56$.) I can find the answer to a division problem by thinking of the missing factor in a multiplication problem. (I can figure out $32 \div 8$ because I know that $8 \times 4 = 32$.)
albanessi, IXL	Fractions (Halves, thirds and fourths)	3.nf.a.1	I can show and understand that fractions represent equal parts of a whole, where the top number is the part and the bottom number is the total number of parts in the whole.

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Kumon	Geometry (Perimeter)	3.md.d.8, 4.MD.A.3	I can solve real world math problems using what I know about how to find the perimeter of shapes.
Kumon	Word Problems (ongoing)	4.OA.A2	
	Math Facts		

IXL, Common Core, Albanessi	Input and output tables/ Patterns	3.0a.d.9	I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work.
Numeration Cards, Golden Beads	Base Ten (Rounding, Place Value)	3.nbt.A, 3.nbt.a.2, 4.NBT.A.3	I can use place value to help me round numbers to the nearest 10 or 100. I can quickly and easily add and subtract numbers within 1000.
Albanessi, IXL, Numerations Cards	Place Value up 100,000	3.nbt.a.3	I can multiply any one digit whole number by a multiple of 10. (ex: 6 x 90 and 4 x 30)
Albanessi, IXL, Fraction Pieces, Fractions Boards	Fractions (number lines), Graphs	3.nf.a.2a, 3.nf.a.3, 4.MD.B.4	I can label fractions on a number line because I know the space between any two numbers on the number line can be thought of as a whole. I can compare fractions by reasoning about their size. I can understand fractions with different numerators (top numbers) and denominators (bottom numbers) can actually be equal.
IXL, Kumon, Yellow Box	Area	3.md.c.5, 4.MD.A.3	I can understand that one way to measure plane shapes is by the area they cover.
	Measuring Angles	4.MD.C.6 (S/A)	
	Add and Subtract Angles	4.MD.C.7 (S/A) 4.MD.C.7 (S/A)	

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Kumon			
Kumon			
Albanessi and, Kumon, iready, IXL	Fractions (Equivalent)	3.nf.a.3,	I can understand fractions with different numerators (top numbers) and denominators (bottom numbers) can actually be equal. I can compare fractions by reasoning about their size.

			<p>I can recognize and write simple equivalent (equal) fractions and explain why they are equal using words or models.</p> <p><input type="checkbox"/> I can show whole numbers as fractions. (ex: $3 = \frac{3}{1}$)</p> <p><input type="checkbox"/> I can recognize fractions that are equal to one whole. (ex: $1 = \frac{4}{4}$)</p> <p><input type="checkbox"/> I can compare two fractions with the same numerator (top number) or the same denominator (bottom number) by reasoning about their size.</p> <p><input type="checkbox"/> I can understand that comparing two fractions is only reasonable if they refer to the same whole.</p> <p><input type="checkbox"/> I can compare fractions with the symbols $>$, $=$, $<$ and prove my comparison using models.</p>
	Mixed Fractions	3.nf.a.3bcd	
iready	Time 3rd grade	3.MD.1	<p>I can tell and write time to the nearest minute. I can measure time in minutes. I can solve telling time word problems by adding and subtracting minutes.</p>

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Kumon	Geometry		
	Math Facts		
Kumon	Word Problems		
Kumon and IXL	Area (On Going)	3.md.c.7	<p>I can understand area by thinking about multiplication and addition. I can find the area of a rectangle using square tiles and also by multiplying the two side lengths. <input type="checkbox"/> I can solve real world problems about area using multiplication. <input type="checkbox"/> I can use models to show that the area of a rectangle can be found by using the distributive property (side lengths a and b+c <input type="checkbox"/> I can find the area of a shape by breaking it down into smalleristhesumofa x banda x c).</p>

	Decimals		

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	shapes and then adding those areas to find the total area.
Kumon	Geometry: Angles (4) Volume (4)		
	Math Facts		
Kumon	Word Problems		
IXL, Kumon, Common Core sheets	Shapes and Attributes	3.g.a	I can place shapes into categories depending upon their attributes (parts). I can name a category of many shapes by looking at their attributes (parts). I can recognize and draw quadrilaterals (shapes with four sides) including rhombuses, rectangles and squares. I can divide shapes into parts with equal areas and show those areas as fractions.
	fraction, decimal to percent		
	Gallon Man: all		

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Kumon	Word Problems		
	Math Facts		
Kumon	Geometry		
	Testing and Review		

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS

Kindergarten Year at a Glance

Mathematics/Geometry

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Math word wall			
Number Rods		K.CC.A.2	K.CC.A.2 I can count forward starting at any number I have learned.
Sandpaper Numerals		K.CC.A.3	K.CC.A.3 I can write numbers from 0 to 20.
Number Rods and Numerals		K.CC.B.4 (a,c.), K.CC.B.5	K.CC.B.4 I can understand how number names go with counting things in the right order.
			K.CC.B.4A I can name the number for each thing in a group as I count them.
			K.CC.B.4C I can understand that the next number I say means that there is one more.
			K.CC.B.5 I can count up to 10 to tell how many things are in a line, a box, or a circle.
Spindle Boxes		K.CC.B.4	K.CC.B.4A I can name the number for each thing in a group as I count them
Numerals and Counters		K.CC.B. (4 and 5), K.CC.C.7	K.CC.B.4 I can understand how number names go with counting things in the right order.
Memory Game		K.CC.B.4	K.CC.B.4 I can understand how number names go with counting things in the right order.
Short Bead Stair		K.CC.A.3	K.CC.B.3 I can write a number to tell about a group of 0 to 20 things.
Teen Board		K.CC.B.4 (b,c)	K.CC.B.4B I can understand that things in a group can be moved around and the total number will be the same AND I can understand that the last thing I count tells the number of things in a group. K.CC.B.4C I can understand that the next number I say when I count means that there is one more.
Hanging Teen Board		K.NBT.1	K.NBT.A.1 I can make and take apart numbers from 11 to 19 by telling how many tens and ones are in the number.
Ten Board		K.CC.A.1	K.CC.A.1 I can count to 100 by ones and tens
100 Board and Tiles		K.CC.A.1	K.CC.A.1 I can count to 100 by ones and tens
100 Chain and Labels		K.CC.B.4	K.CC.B.4 I can understand how number names go with counting things in the right order.
Knobbed Cylinders		K.G.A.1	
Pink Cubes		K.G.A.1	
Brown Quadrilateral Prisms		K.G.A.1	

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Squaring Chains and Labels		K.CC.A.1, K.CC.A.2,	K.CC.A.1 I can count to 100 by ones and tens K. CC.A.2 I can count forward starting at any number I have learned.
Cubing Chains and Labels			
Decimal System: Quantity		K.CC.C.6	

Decimal System: Symbols			
Decimal System Association of Quantity and Symbol			
Formation of Numeral Cards			
Addition with the Golden Beads			
Addition Strip Board		K.CC.A.4a	
Colored Cylinders (knobless)			
Geometric Solids		K.G.A.2, K.G.A.3, K.G.B.4	
Geometric Solids with Bases		K.G.A.2, K.G.A.3, K.G.B.4	
Geometric Solids with Attribute Labels		K.G.A.2, K.G.A.3, K.G.B.4	

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Regrouping with Golden Beads (Addition and Multiplication)			
Subtraction with Golden Beads			
Regrouping with Golden Beads (Subtraction and Division)			
Multiplication with Golden Beads			
Toothpick and Marshmallow 2D and 3D Shapes		K.G.B.5, K.G.B.6	
Geometry Demonstration Tray			
Geometry Cabinet			
Geometry Cabinet with Cards			

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Story problems - Holiday			
Christmas tree bead box (squaring chains)			
Exchange game (units, tens, hundreds)			
Triangle Box			
Large Hexagonal Box			
Small Hexagonal Box			

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Intro to Stamp Game			
Formation of Quantity in Stamps			
1,000 Chain and Labels		K.CC.B.4	
Exchange game (Hundreds, thousands)			
Addition with Stamp Game			
Simple Subtraction	Ready Math, colored bead bars, ten bar with counter		
Subtraction with Stamp Game			
Multiplication with Stamp Game			

Division with Stamp Game			
Cubing Chains			
Story Problems (addition and subtraction)	Winter story problems - Circle		
Non-Standard Measurement			
Rectangular Box 1			
Rectangular Box 2			
Power of Two *do not have yet			
Binomial Cube			
Trinomial Cube			
Color names			
Visual Discrimination			

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Division with Golden Beads (1 digit)			
Division with Golden Beads (2 digit)			
Addition Strip Board (Intro & Extensions)			
Addition Chart (3-6)			
Oral Games for Numeration of Addition			
Addition Snake Game		K.OA.A.4	
Bead Bars for the Memorization of Addition		K.OA.A.4, K.OA.A.3	
Bead Bars- Commutative Law		K.OA.A.1	
Bead Bars- Multiple Addends			
Bead Bars- Addends Larger Than Ten		K.OA.A.5	
Bead Bars- Associative Law			
Basic Formats for Addition			
Addition Story Problems		K.OA.A.2	
Leaf Shape Cabinet			
Leaf Shape Cabinet with cards			
Primary Color (Box 1)			
Hue Matching (Box 2)			
Color Grading (Box 3)			
Tint Match and Grade (Box 4)			

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Subtraction Strip Board (Intro & Extensions)			
Oral Games for the Memorization of Subtraction			
Basic Formats for Subtraction			
Subtraction Story Problems			
Subtraction Snake Game			
Multiplication Bead Board (Intro & Extensions)			

Multiplication Chart (3-5)			
Oral Games for the Memorization of Multiplication			
Measurement		K.MD.A (1-3)	
Fabric Box Patterns			
Fabric Box 1			
Fabric Box 2			
Fabric Box 3			

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Basic Formats for Multiplication			
Multiplication Story Problems			
Snake Game for Memorization of Multiplication			
Cubing Chains for the Memorization of Multiplication			
Bead Bars for the Memorization of Multiplication			
Construction of the Decanomial			
Construction of the Decanomial- continued			
Powers of Numbers			
Tactile Boards			
Tactile Tablets			
Baric Tablets			
Thermic Cylinders			
Thermic Tablets			

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Intro to the Unit Division Board			
Further Explanation- power of numbers			
Unit Division Board			
Division Bead Board			
Division Chart 1			
Division Chart 2			
Sound Cylinders			
Smelling Cylinders			

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Division Story Problems			
Relationships of Multiplication and Division			
Oral Games for the Memorization of Division			
Basic Formats for Division			

1st-3rd Grade Year at a Glance

Music

September

UNIT FOCUS	STANDARD	ASSESSMENT
Quarter note/eighth note/rest/half note	ART.M.I.1.9 , ART.M.I.2.9, ART.M.I.3.9	games
September song	ART.M.I.1.4, ART.M.I.2.4, ART.M.I.3.4	performance

October

UNIT FOCUS	STANDARD	ASSESSMENT
Half note	ART.M.I.1.9, ART.M.I.2.9, ART.M.I.3.9	games
Sol/Mi/La	ART.M.I.1.10, ART.M.I.2.10, ART.M.I.3.10	written
October Song	ART.M.I.1.3, ART.M.I.2.3, ART.M.I.3.3	performance

November

UNIT FOCUS	STANDARD	ASSESSMENT
Pitched/Non-Pitched	ART.M.I.1.8, ART.M.I.2.8, ART.M.I.3.8	written
4 instrument families	ART.M.III.1.5,.2.5,.3.5	written
November songs	RT.M.I.1.3, RT.M.I.2.3, RT.M.I.3.3	performance

December

UNIT FOCUS	STANDARD	ASSESSMENT
Form	ART.M.III.1.1, 2.1, 3.1	written
Dynamics	ART.M.I.1.11, 2.11, 3.11	observation

February

UNIT FOCUS	STANDARD	ASSESSMENT
Sol/Mi/La	ART.M.I.1.10, 2.10, 3.10	games/written
Treble Clef/5 line staff	ART.M.I.1.7, 2.7, 3.7	written/ games
February Song	ART.M.II.1.4, 2.4, 3.4	performance

March

UNIT FOCUS	STANDARD	ASSESSMENT
Rhythm		games
Steady Beat/Movement	ART.M.II.1.5, 2.5, 3.5 ART.M.II.1.6, 2.6, 3.6	observation
triple meter	ART.M.III.1.2, 2.2, 3.2	written
Dynamics	ART.M.I.1.11, 2.11, 3.11	observation
March Songs	ART.M.I.1.8, 2.8, 3.8	performance

April

UNIT FOCUS	STANDARD	ASSESSMENT
Duple vs Triple Meter	ART.M.III.1.2, 2.2, 3.2	written
Cultural Music	ART.M.IV.1.2, 2.2, 3.2	written
April song	ART.M.III.1.7, 2.7, 3.7	performance

May

UNIT FOCUS	STANDARD	ASSESSMENT
Cultural music	ART.M.IV.1.2, 2.2, 3.2	written
Canon Singing	ART.M.III.1.4, 2.4, 3.4	performance
Song composition	ART.M.II.1.4, 2.4, 3.4	written

4th-6th Grade Year at a Glance

Music

First Semester

UNIT FOCUS	STANDARD	ASSESSMENT
Instrument technique	ART.M.I.4.8, 5.8, 6.8	Performance
Rhythm	ART.M.I.4.9, 5.9, 6.9	performance
Tonality	ART.M.I.4.4, 5.4, 6.4	performance
Harmony	ART.M.I.4.6, 5.6, 6.6	performance
Note recognition	ART.M.I.4.10, 5.10, 6.10	performance
Blend	ART.M.I.4.5, 5.5, 6.5	performance
Meter	ART.M.III.4.1, 5.1, 6.1	written
Key signatures	ART.M.I.4.11, 5.11, 6.11	written
Dynamics	ART.M.I.4.3, 5.3, 6.3	performance
Song choice	ART.M.I.4.2, 5.2, 6.2	performance
Creativity	ART.M.II.4.1-5, 5.1-5, 6.1-5	written
Listening	ART.M.III.4.5, 5.5, 6.5	written
Evaluating	ART.M.III.4.6, 5.6, 6.6 ART.M.III.4.7, 5.7, 6.7	written
Classroom Performance	ART.M.I.4.1, 5.1, 6.1 ART.M.I.4.2, 5.2, 6.2	performance
Concert Performance	ART.M.IV.4.3, 5.3, 6.3	performance

Second Semester

UNIT FOCUS	STANDARD	ASSESSMENT
Music appreciation	ART.M.V.4.1-3, 5.1-3, 6.1-3	written
Rhythm	ART.M.I.4.9, 5.9, 6.9	performance
Tonality	ART.M.I.4.4, 5.4, 6.4	performance
Harmony	ART.M.I.4.6, 5.6, 6.6	performance
Note recognition	ART.M.I.4.10, 5.10, 6.10	performance
Blend	ART.M.I.4.5, 5.5, 6.5	performance

Meter	ART.M.III.4.1, 5.1, 6.1	written
Key signatures	ART.M.I.4.11, 5.11, 6.11	written
Dynamics	ART.M.I.4.3, 5.3, 6.3	performance
Song choice	ART.M.I.4.1-3 5.1-3, 6.1-3	performance
Creativity	ART.M.II.4.1-5, 5.1-5, 6.1-5	performance
Listening	ART.M.III.4.5, 5.5, 6.5	written
Evaluating	ART.M.III.4.6, 5.6, 6.6 ART.M.III.4.7, 5.7, 6.7	written
Classroom Performance	ART.M.I.4.1, 5.1, 6.1 ART.M.I.4.2,5.2, 6.2	performance
Concert Performance	ART.M.IV.4.3, 5.3, 6.3	performance

7th-8th Grade Year at a Glance

Music

1st Semester

UNIT FOCUS	STANDARD	ASSESSMENT
Rhythm	ART.M.I.7.5-8.5	Performance
Key signatures	ART.M.III.7.4, 8.4	Written
Dynamics		Performance
Song choice	ART.M.I.7.1, 8.1	Performance
Creativity	ART.M.II.7.1-8, 8.1-8	Written
Analyzing	ART.M.V.7.1-3- 8.1-3	Written
Evaluating	ART.M.III.7.1-8.1	Oral
Classroom Performance	ART.M.I.7.3, 8.3	Performance
Reading	ART.M.I.7.5, 8.5	Performance
Concert Performance	ART.M.I.7.2-8.2	Performance

Second Semester

UNIT FOCUS	STANDARD	ASSESSMENT
Music appreciation	ART.M.IV.7.1-4, 8.1-4	Oral
Creativity	ART.M.II.7.1-8, 8.1-8	Performance
Listening	ART.M.II.7.1-8, 8.1-8	written
Evaluating	ART.M.III.7.5, 8.5	written
Classroom Performance	ART.M.III.7.4-5, 8.4-5	Performance
Concert Performance	ART.M.I.7.2-8.2	Performance

Kindergarten Year at a Glance

Music

September

UNIT FOCUS	STANDARD	ASSESSMENT
Steady beat	ART.M.I.K.8	observation
Four Voices	ART.M.I.K.1	performance
September song	ART.M.I.K.4	performance
September chant	ART.M.II.K.6	performance

October

UNIT FOCUS	STANDARD	ASSESSMENT
Sol/Mi singing	ART.M.I.1.10	observation/games
Steady Beat review	ART.M.I.1.6	games
Call and Response Vs. Echo songs	ART.M.III.K.1, ART.M.I.K.2	performance
October song	ART.M.I.K.4	performance
October chant	ART.M.I.K.6	performance

November

UNIT FOCUS	STANDARD	ASSESSMENT
High vs Low	ART.M.I.K.11, ART.M.III.K.4	performance
Steady Beat review	ART.M.I.1.6, ART.M.I.K.8	games
Long vs Short	ART.M.I.K.11, ART.M.III.K.4	observation
November song	ART.M.IV.K.2,	performance
November chant	ART.M.V.K.2	performance

December

UNIT FOCUS	STANDARD	ASSESSMENT
Creating Movements to respond to music	ART.M.II.K.6	observation
Loud vs Quiet	ART.M.II.K.5	performance

February

[illegible]

March

[illegible]

April

UNIT FOCUS	STANDARD	ASSESSMENT
Form	ART.M.III.K.2	performance
Musical Expression	ART.M.V.K.1	performance
Specific Culture Music	ART.M.I.K.2	written

May

UNIT FOCUS	STANDARD	ASSESSMENT
Specific Culture Music	ART.M.I.K.2	written
Timbre	ART.M.III.K.5	observation
Performance Prep	ART.M.IV.K.3	performance
Song Composition	ART.M.II.K.4	written

GR 1	Grade Level Content Expectation	Montessori Lessons	Assessments (I can)	Enrichments/Projects	Teaching or Content Vocabulary
HEALTH					
Strand 1	Nutrition and Physical Activity				
Standard 1	Core Concepts				
1.1	Describe the benefits of eating healthy snacks.	Sorting Activity (healthy/unhealthy)	I can choose a healthy snack.	classroom grocery store activities (align with \$ math)	Nutrition, sugar, effects, processed, whole food
1.2	Describe the benefits of being physically active.	talk about increased energy after a brain break	I can notice when I'm tired and I can notice how I feel more awake and/or alert after recess or a brain break.	Create a necklace with beads that represent a certain number of laps in the gym. Host a walkathon	active, heart rate, energy, measurement (mile)
1.3	Describe the health benefits of drinking water, compared to other beverages.	Using a bottle, illustrate how much water is in our body and discuss the importance of replenishing it.	I can recognize when I feel thirsty and get a healthy drink.	Sink/Float Experiment with a sugar drink and a nonsugary drink	soda, pop, beverage, replenish.
1.4	Classify foods according to the food groups.	My Plate - Create a balanced meal. Sort food items into appropriate category (dairy, meat, etc.)	I can plan a balanced meal.	Label a menu Discuss most recent meal Lunchbox Sort	Balanced, Protein, Dairy, Carbohydrate, Vegetable, Fruit, Grain
1.5	Describe how physical activity, rest, and sleep help a person stay healthy.	Windup Toy	I can create a graph to illustrate how much time I should spend asleep, awake and engaged in physical activity.	Create a graph to illustrate how much time I actually spend asleep, awake and engaged in physical activity.	rest, energy, physical (activity)
Standard 3	Health Behaviors				
1.6	Explain the importance of eating a variety of foods from all of the food groups.	Read books about the food groups.	I can explain the benefits of each food group.	Dentist visits to talk about how food groups affect your teeth.	strength, calcium, etc....
1.7	Suggest a food from each of the food groups that could be eaten as a healthy snack.	Baskets of food items that children can choose from to put on their plate (my plate).	I can choose a food from each food group that I could eat as a healthy snack.	Bring a healthy snack from home from one food group each day and share at circle.	Nutritious
Strand 2	Alcohol, Tobacco, and Other Drug				

Light of the World Montessori Academy K-8 Science Alignment

Standard 1	Core Concepts				
2.1	Identify household products that are harmful if touched, ingested, or inhaled.	Teach about chemicals, medications and how to identify toxic materials. Teach children the symbol for hazardous products.	I can identify hazardous products that are dangerous.	Have a medical professional visit. Empty container sorting shelf work.	Harmful, ingested, inhaled, hazardous, toxic
2.2	Describe ways that over-the-counter and prescription medicines can be helpful or harmful.	Using resources such as "Kids Health in the Classroom" explore the benefits and harmful effects of over the counter and prescription drugs	List pro and cons of over the counter and prescription drugs	Research	dosage
2.3	Explain the differences between over-the-counter and prescription medicines and illicit drugs.	Circle discussion to explain when you are sick you can get medicine from a doctor or pharmacy. You should not take any medicine that's not prescribed for you or given to you (over-the-counter) by your caregivers.	I can explain why I should only take medicines prescribed by my doctor or pharmacist.	Discussion, books, videos	prescribed, pharmacist, over-the-counter, prescription, dosage
2.4	State that all forms of tobacco products contain harmful chemicals, including the drug nicotine.	Discuss health risks that come from using or being exposed to tobacco products.	I can explain the impact of exposure to tobacco products.	Show pictures of healthy lung and an unhealthy lung.	nicotine, tobacco, cancer, chemicals (harmful)
Standard 2	Access Information				
2.5	Identify trustworthy adults who are sources of accurate information about potentially poisonous household products.	Circle discussion, books, videos, etc.	I can locate or contact a trustworthy adult (parent, teacher, poison control) for information about potentially harmful products.	teach poison control symbols and phone number	Poison Control
2.6	Apply knowledge of product label warnings to gain accurate information about potentially poisonous household products.	household products label sort, circle discussion, books, videos	I can recognize a potentially harmful product by looking for symbols or reading the label.	Have children create their own label (harmful/safe) and write about it. Children can locate products in a magazine and cut them out to sort them into groups (safe/unsafe).	label, potentially, product
Standard 3	Health Behaviors				
2.7	Apply rules for handling household products and avoiding poisons.	circle discussions, books, videos, role play	I can use safety measures for handling household products. I know how to identify and avoid poisons.	Make a safety list. Work in pairs to make a skit to illustrate their knowledge about what to do if they come in contact with household products.	personal protective equipment (gloves, safety glasses, mask).
2.8	Describe how to safely use medicines.	circle discussions, books, videos, role play	I can take my medication as prescribed with the guidance of a trusted adult.	together as a class, make a rules poster of how to safely use medicines.	dosage

Light of the World Montessori Academy K-8 Science Alignment

2.9	Apply strategies to hypothetical situations to avoid exposure to secondhand smoke.	circle discussions, books, videos, role play	If possible, I can avoid secondhand smoke by moving away from the smoke.	Role play with situation cards, problem solving	secondhand, exposure
-----	------------------------------------------------------------------------------------	----------------------------------------------	--------------------------------------------------------------------------	-------------------------------------------------	----------------------

Strand 3 Safety

Standard 1	Core Concepts				
3.1	Describe fire and burn hazards.	circle discussion, worksheets, informational text and video, visit from a health professional. Visit from Fire Department	I can identify and describe a burn/fire hazard.	Reading Informational Texts, Videos, Visit from Fire Dept.	hazard
3.2	Describe wheeled recreation hazards.	Circle discussion about bike safety and helmet use.	I can describe wheeled recreation hazards.	show pictures of situations and have the children describe potential hazards.	hazard, recreation
Standard 2	Access Information				
3.3	Demonstrate the procedure for using 911 to get help in emergencies.	Circle discussion, books, videos, etc.	I can call 911 and explain the emergency.	Watch 911 Rap Video (YouTube)	emergency, operator, EMT
Standard 3	Health Behaviors				
3.4	Apply strategies to prevent fires and burns to hypothetical situations.	circle discussion, books and videos, visit from firefighter	I can apply strategies to prevent fires and burns.	Role play with situation cards, problem solving	prevent, strategy, cause and effect, flammable
3.5	Demonstrate actions to take in a fire emergency.	visit from fire dept., books, videos, discussions	I can stop, drop, and roll to stay safe in a fire emergency.	students will create posters to display at home as a reminder to stop, drop and roll in a fire emergency. Practice procedures in class and encourage families to develop a fire safety plan.	emergency, flammable, flame retardant
3.6	Describe situations that are dangerous, destructive, and disturbing and that need to be reported to an adult.	situational problem solving task cards, group discussion, books, videos	I can identify and describe dangerous, destructive, and disturbing situations. I can report situations to an adult.	Visit from school social worker	dangerous, destructive
3.7	Practice escaping unsafe situations by getting away, leaving, and telling an adult.	Role play unsafe situations, visit from a police officer, books and discussions	I can share a plan of how to escape unsafe situations.	List verbs (hit, scream, tell, run, etc..) Visit from a certified self-defense instructor.	unsafe, self-defense
3.8	Apply strategies and rules for safe wheeled recreation, including the proper use of safety gear	circle discussion, books, videos. Basket of safety gear for the children to explore.	I can wear safety gear to help stay safe when participating in wheeled recreation activities.	graph varieties of wheeled recreation vehicles	safety gear, equipment

Strand 4 Social and Emotional Health

Light of the World Montessori Academy K-8 Science Alignment

Standard 1	Core Concepts				
4.1	Describe ways family members and friends help each other.	Make a class book, Bucket filling activities, read stories about helping others and kindness. Calling attention to acts of kindness.	I can describe ways family members and friends help each other.	Bucket Filling Class Activity. Spreading Seeds of Kindness, MADE bracelet.	Bucket Filler, Act of Kindness
4.2	Explain the role of listening and paying attention in building and maintaining friendships.	Community Circle, Speaking and Listening activities	I can listen without interrupting when someone is speaking (wait my turn). I can maintain a friendship.	Author's Stage, Writing Activity	interrupting. maintain
Standard 3	Health Behaviors				
4.3	Apply skills to find out how others are feeling.	Circle Discussion, Role playing	I can ask feeling questions. I can identify emotions and respond appropriately.	Buddy Bench, books, videos, sort emotion pictures, emotion web (how have you been feeling today)	emotion
4.4	Apply skills to predict the potential feelings of others.	Circle discussion, using picture clues to predict what a character is feeling	I can read someones facial expression and body language to determine how they're feeling	Charades	expression, body language
Standard 6	Decision Making				
4.5	Describe characteristics of people who can help make decisions and solve problems.	books and videos	I can describe characteristics of trustworthy people.	character traits activity, children will make a list of people they can trust to help them solve personal problems.	analyze, problem-solving, trustworthy, wise, caring, honest
4.6	Explain the decision making and problem solving steps.	Introduce a problem and a list of steps to follow to solve it.	I can identify a problem and solve it.	practice problem solving skills,	process, problem-solving
4.7	Apply the steps to making a decision or solving a problem.	problem solving exercises, books, discussions and videos	I can apply the steps to making a decision or solving a problem.	role play	application, decision
Standard 7	Social Skills				
4.8	Apply effective listening and attending skills.	practice using a talking stick	I can use effective listening and attending skills.	Make a talking stick,	speaker, audience
4.9	Demonstrate giving and accepting a compliment or statement of appreciation.	Role play	I can accept and give a compliment.	bucketfilling, appreciation cards	appreciation, grace and courtesy
4.1	Apply "please," "thank you," "excuse me," and "I am sorry" to appropriate situations.	books, discussions, role play	I can use manners.	sort	manners

Strand 5 Personal Health and Wellness

Standard 1	Core Concepts				
------------	---------------	--	--	--	--

Light of the World Montessori Academy K-8 Science Alignment

5.1	Explain the importance of taking care of teeth.	Visit from Dentist or Hygentist	I can explain the importance of taking care of teeth.	Read Books and watch viedos about dental hygiene.	decay, plaque, cavity, infection, gums
Standard 3	Health Behaviors				
5.2	Demonstrate proper tooth brushing techniques	Visit from Dentist or Hygentist	I can brush my teeth using proper brushing techniques.	Tooth with Toothbrush Shelf Work Activity	Technique, Circular motion
5.3	Demonstrate skills to reduce the spread of germs.	Teach Proper Handwashing	I can wash my hands with soap and warm water for 30 seconds.	Handwashing Shelf Work Activty	Reduce, germs, spread

GR 2	Grade Level Content Expectation	Montessori Lessons	Assessments (I can)	Enrichments/Projects	Teaching or Content Vocabulary
HEALTH					
Strand 1 Nutrition and Physical Activity					
Standard 1	Core Concepts			choosemyplate.gov activities	
1.1	Explain the importance of eating a variety of foods from all of the food groups.	class discussion of My Plate.	Questioning students.	Relay race - categorizing food groups	
1.2	Classify foods into the food groups.	tongs and plastic food	graphic organizer	food pyramid relay race	
1.3	Describe the characteristics of combination foods.	class discussion	Paper assignment	food combining project	
1.4	Describe the characteristics of foods and beverages that should be limited.	showing sugar in drinks (students measure sugar - math/science weights/measures, showing nutrition facts	Reflection paper on their eating habits and what they could limit	categorize good foods, bad foods, limited foods as a class	
Standard 3	Health Behaviors				
1.5	Provide examples of combination foods.	how-to recipes, discuss nutritional component	create a recipe paper	present recipe to class	
1.6	Provide examples of foods and beverages that should be limited.	see above	see above	see above	
1.7	Generate examples of a variety of physical activities that can be enjoyed when in or near the water.	Summer writing, class discussion, sharing	writing, observation	Paper on favorite activity on this topic	
Strand 2 Alcohol, Tobacco, and Other Drug					
Standard 1	Core Concepts	* guest speaker, police dept*			
2.1	Explain that all forms of tobacco products contain harmful chemicals, including the drug nicotine.	Class discussion	Research paper	Present their findings	
2.2	Describe the impact of using tobacco, including that it is addictive	Educational video	Paper assignment	Pictures/reflection	
2.3	Describe the impact of consuming food or beverages that contain caffeine.	Class discussion	Research paper	Presentations	
2.4	Describe the impact of using alcohol, including that it changes how a person feels, thinks, and acts.	Police officer to speak	Reflection paper	In-depth discussion	
Standard 3	Health Behaviors				
2.5	Suggest alternative foods and beverages that are caffeine free.	Class discussion	Paper assignment	Book about caffeine	
2.6	Demonstrate strategies to avoid exposure to secondhand smoke.	Class discussion	Paper assignment	Book about smoking	
Strand 3 Safety					

Light of the World Montessori Academy K-8 Science Alignment

Standard 1	Core Concepts				
3.1	Describe safety precautions when in or near water	Presentation, show them with brief statements	Observation	Book about water safety, class discussion	
3.2	Identify appropriate and inappropriate touch.	asking before hugging, hands to yourself - SW and Montessori Director discussion	Observation	Read-Aloud book on this topic	
3.3	Explain that a child is not at fault if someone touches him or her in an inappropriate way.	Social worker	Watch for warning signs	Social worker	
Standard 2	Access Information				
3.4	Demonstrate how to ask a trusted adult for help.	Class discussion	Observation	Role play	
Standard 3	Health Behaviors				
3.5	Apply wheeled recreation rules.	bike-athon, discussion of Lakeland trail use	Observation	Practice	
3.6	Demonstrate the use of wheeled recreation safety gear.	Discussion	Observation	Practice	
3.7	Apply strategies to avoid personally unsafe situations.	discussions, following safety rules	Paper assignment	Role playing	
3.8	Demonstrate strategies to get away in cases of inappropriate touching or abduction.	social worker	Paper assignment	Social worker	

Strand 4 Social and Emotional Health

Standard 1	Core Concepts				
4.1	Describe the characteristics of touch which is caring and important to positive relationships	Hugging, holding hands, hand on shoulder or back	Observation	Role playing, class discussions	
4.2	Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.	friend of the week - compliments	Class discussions	Read-Aloud, getting to know you activities	
4.3	Describe situations that may elicit mixed emotions.	talking out problems	Reflection paper	Role playing	
Standard 3	Access Information				
4.4	Identify people who can help make decisions and solve problems.	Discuss who are good problem solvers and why	Observation, discussions	Awareness of who really knows - test their knowledge about who can	
Standard 6	Decision Making				
4.5	Explain the decision making and problem solving steps.	give bug and a wish	Observation, discussions	Role playing, class discussion	
4.6	Demonstrate the ability to make a decision or solve a problem using the steps.	Role play different scenarios	Observation, discussion	Teachers role play different scenarios and students point out what steps they skipped.	
Standard 7	Social Skills				

Light of the World Montessori Academy K-8 Science Alignment

4.7	Demonstrate ways to show respect for feelings, rights, and property of others.	social worker presentations, discussions (grace and courtesy)	Observation	Role playing, class discussions, acts of kindness	
4.8	Demonstrate effective listening and attending skills.	circle procedures	Observation	Listening skills, Role playing	
4.9	Recognize and express appropriately a variety of personal feelings.	bug and a wish	Observation	Role Playing	
4.1	Demonstrate the ability to manage strong feelings, including anger.	Observation, communication skills, appropriate peer interactions, awareness of emotions, peace talks, reflections on behaviors,	Observation, discussion, reflection paper	Role playing, Read-Aloud on character education	

Strand 5 Personal Health and Wellness					
Standard 3	Health Behaviors				
5.2	Demonstrate skills throughout the day to reduce the spread of germs.	daily procedures, practical life, microscope to show germs	Observation	How to Presentations (how to dust, how to wipe tables, etc.)	

Physical Education

September

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 1 PFT	Standard 2	Observation
	1. Space (3-5 grade)	
	Standard 3	Observation
Week 2 PFT	1. Physical activity knowledge (6-8 grade)	
	Standard 1	Observation
Week 1 Volleyball	3. Jumping and Landing (3-5 grade)	
	3. Catching (6-8 grade)	
Week 2 Volleyball	Standard 1	Observation
	4. Jumping landing vertical (3-5th grade)	
	4. Passing and receiving (6-8 grade)	
Week 3 Volleyball	Standard 1 18. Dribbling (3-5 grade)	Checklist
	9. Dribbling ball control (6-8 grade)	

October

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 4 Volleyball	Standard 1	Observation
	13. Throwing Underhand (3-5)	
	5. Passing Receiving (6-8 grade)	
Week 1 Baseball/Softball	Standard 1	Observation
	21. Kicking (3-5)	
	8. Dribbling (6-8)	
Week 2 Baseball/Softball	Standard 1	Test
	27. Jumping Rope	

	13. Catching (6-8)	
Week 1 Badminton	Standard 1	Observation
	16. Catching (3-5)	
	12. Serving (6-8)	
Week 2 Badminton	Standard 1	Observation
	22. Volleying Underhand (3-5)	
	17. Two Hand Volley (6-8)	

November

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 3 Badminton	Standard 1	Observation
	7. Balance (3-5) grade	
	13. Striking (6-8)	
Week 1 Floor Hockey	Standard 1	Observation
	4. Jumping and Landing, vertical (3-5)	
Week 2 Floor Hockey	Standard 2	Observation
	1. Space (3-5)	
	Standard 1	
	11. Defensive Skills (6-8)	

December

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 1 Floor Hockey Stations	Standard 1	Observation
	25. Striking long implement (3-5)	Quiz on Floor Hockey
	10. Shooting on goal	

Week 1 Basketball	Standard 1	Observation
	1. Hopping, galloping, running, sliding, skipping, leaping (3-5)	
	10. Shooting on goal (6-8)	
Week 2 Basketball	Standard 1	Observation
	2. Jogging, running (3-5)	
	Standard 2	
	9. Dribbling /Ball with Control (6-8)	Peer Assessment on Dribbling skill

January

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 3 Basketball	Standard 1	Observation
	6. Combination (3-5)	
	6. Offensive skills (6-8)	
Week 1 Fitness	Standard 1	Observation
	3. Jumping and landing vertical (3-5)	
	7. Offensive skills (6-8)	
Week 2 Fitness	Standard 3	Peer Observation
	2. Engages in physical activity (3-5)	Observation
	2. Engages in physical activity (6-8)	
Week 1 Soccer	Standard 4 and 5	Observation
	6. Safety (3rd-5th grade)	
	3. Challenge (6th-8th grade)	

February

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 2 Soccer	Standard 5	Observation
	2. Challenge (3rd-5th grade)	
	Standard 4	Observation
	3. Accepting feedback (6th-8th grade)	
Week 3 Soccer	Standard 1	Observation
	8. Weight Transfer (3-5 grade)	
	2. Games & sports. Invasion and feild games- Throwing (6-8)	
Week 1 Handball/Climbing Wall	Standard 1	Observation
	13. Throwing Overland (3-5)	
	Standard 2	
	1. Catching (6-8)	
Week 2 Handball	Standard 3	Quiz on Fitness, Basketball, Floor Hockey
	2. Engages In Physical Activity (3-5)	
	Standard 4	

4. Working with others (6-8)

March

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 2 Circuit Fitness	Standard 1	Observation
	16. Catching (3-5)	
	Standard 2	Observation
	1. Games and Sports. Invasion Games Creating space with movement (6-8)	
Week 3 Circuit Fitness	Standard 1	Observation
	18. Dribbling/ball control with feet (3-5 feet)	
	Standard 4	Observation
	14. Forehand and backhand (6-8 grade)	
Week 1 Yoga	Standard 1	Observation
	22. Volleying underhand (3-5)	

	Standard 2	Observation
Week 2 Yoga		

April

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 3 Yoga	Standard 2	Observation
	5. Strategies and tactics (3-5)	
	Standard 2	Observation
Week 2 Bowling/Dodgeball/Circuit Fitness	Reducing space using denial (6-8)	
	Standard 1	Observation
	10. Curiling and stretching; twisting and bending (3-5)	
Week 1 Softball/Kickball/Circuit Fitness	Standard 1	Observation
	18. Games and sports. Target games (6-8)	
	Standard 2	Observation
/Week 2 Softball/Kickball/Circuit Fitness	2. Pathways, shapes, levels:	
	Standard 1	Observation
	20. Games and Sports. Fielding/striking games-Striking (6-8)	
Week 3 Softball/Kickball/Circuit Fitness	Standard 4	Peer Observation
	1. Personal Responsibility (3-8)	

May

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 4 Softball/Kickball/Review Fitness	Standard 4	Observation
	1. Personal responsibility (3-8)	
/Week 1 Ultimate Frisbee/Flag Football/Review	Standard 4	Observation

GR 3	Grade Level Content Expectation	Montessori Lessons	Assessments (I can)	Enrichments/Projects	Teaching or Content Vocabulary
HEALTH					
Strand 1 Nutrition and Physical Activity					
Standard 1	Core Concepts				
1.1	Explain the benefits of healthy eating and being physically active.	Class discussion	Video questionnaire	Video	
1.2	Describe the importance of choosing a variety of ways to be physically active.	Whole group discussion and demonstrating a variety of ways to be active	Observation	Basketball, relay races, yoga, jump rope (large motor skill activities)	
Standard 4 Influences					
1.3	Explain strategies used to advertise food and beverage products.	Show advertisements and analyze them with students	Reflection paper on analysis	Students create their own advertisement	
1.4	Analyze how food advertising impacts eating behaviors related to eating when not hungry.	Discuss food craving versus actual hunger	Questioning	Research global hunger	
Standard 5 Goal Setting					
1.5	Describe the elements of a physical activity plan.	discussion, work together to create elements of chart	Observation, goal setting worksheet	Run for Gold, gym activities, Jump rope for heart	
1.6	Develop a personal plan to be physically active.	Goal setting, healthy snacks, PE activities	Observation, goal setting worksheet	Run for Gold, gym activities, Jump rope for heart	
Strand 2 Alcohol, Tobacco, and Other Drug					
Standard 1	Core Concepts	* guest speaker - police dept*			
2.1	Describe the short- and long-term effects of alcohol use, including addiction.	Encourage healthy habits, educational video	Questioning	Class discussion	
2.2	Describe the short- and long-term effects of using tobacco, including addiction.	Encourage healthy habits, educational video	Questioning	Class discussion, straw activity	
Standard 3 Health Behaviors					
2.3	Describe actions that need to be followed to avoid accidental poisoning by household cleaning and paint products.	Class discussion, photos, sorting activity	House plan paper	House plan, discuss with parents	
2.4	Describe actions to take in a poison emergency.	Discussion	Questioning, action plan paper	Action plan for at home	
2.5	Explain rules for safe use of medicines and household products, including those that can be inhaled.	Ask permission before using. Know what you are allowed to use and what you are not allowed to touch	Questioning, action plan paper	Action plan for at home	

Light of the World Montessori Academy K-8 Science Alignment

Standard 4	Influences				
2.6	Explain how family and peers can influence choices about using alcohol and other drugs.	Class discussion	Reflective paper	Read-aloud book	
2.7	Analyze various strategies used in the media that encourage or discourage tobacco use.	Class discussion on various commercials	Questioning, assignment papers	Create their own commercial	
Standard 7	Social Skills				
2.8	Demonstrate verbal and non-verbal ways to refuse alcohol.	Discussion, teacher role-playing	questioning, observation	student role-playing	
2.9	Demonstrate verbal and non-verbal ways to refuse tobacco use.	Discussion, teacher role-playing	questioning, observation	student role-playing	

Strand 3 Safety

Standard 1	Core Concepts				
3.1	Explain why the back seat is the safest place for young people to ride in a vehicle equipped with air bags.	demonstrate proper use of seatbelt and booster,	test	homework to educate parents - tip	
3.2	Explain how booster seats and safety belts help passengers to stay safe.	videos of crash dummies	test	Tip in newsletter	
3.3	Describe characteristics of safe and unsafe places.	practice procedures for crossing the street, pick up, etc	test	Tip in newsletter	
Standard 2	Access Information				
3.4	Describe how to access help when feeling threatened.	guest speaker	assignment paper	role-playing	
Standard 3	Health Behaviors				
3.5	Describe safe and unsafe behaviors of occupants in vehicles.	Class discussion	questioning	role-playing	
3.6	Demonstrate the proper wearing of a safety belt.	class discussion	Observation		
3.7	Describe dangerous, destructive, and disturbing situations that need to be reported to an adult.	guest speaker	Questioning	Read-aloud book	
3.8	Analyze environments to determine whether they are safe places.	Discuss our school and our surroundings. Stranger danger	Questioning	Categorize pictures	
Standard 4	Influences				
3.9	Analyze how one can influence safety belt and booster seat use of others.	Class discussion	questioning	community education, posters, class campaign	

Strand 4 Social and Emotional Health

Standard 1	Core Concepts				
4.1	Explain the benefits of positive friendships.	Discuss with students about positive relations versus negative relations	Observation	Promote kindness	

Light of the World Montessori Academy K-8 Science Alignment

4.2	Describe the characteristics of positive role models.	Discuss various role models and what makes these people role models	Paper on who is your role model and why they are a role model	Paper on who is your role model and why they are a role model	
4.3	Recognize that each person has unique talents and skills.	Students demonstrate a skill or talent	Presentation / observation	Presentation on certain skill or talent	
Standard 3	Health Behaviors				
4.4	Describe ways people help each other.	Discussion / Book	Observation	Role playing	
4.5	Describe a unique talent or skill of oneself and one other person	friend of the week			
4.6	Explain ways to show acceptance of differences.	Research and learn about different cultures and countries	Poster and research paper	Continent research and group presentation	
Standard 4	Influences				
4.7	Analyze how friends influence others' behavior and well-being.	Book or a video	Reflection	Analysis of situation(s)	
Standard 7	Social Skills				
4.8	Demonstrate ways to express appreciation.	Read aloud, community meetings, role playing	Think sheets	Role playing	
4.9	Demonstrate strategies for keeping positive friends.	Discuss communication skills with whole group and one on one	Think sheets	Role playing	
4.1	Demonstrate how to confront annoying behavior.	Discussion and role playing	Think sheets	Practice how to	
Standard 8	Advocacy				
4.11	Demonstrate the ability to support and respect people with differences.	Read aloud, community meetings, role playing	Observation / Note taking	Students create different scenarios	

Strand 5 Personal Health and Wellness					
Standard 1	Core Concepts				
5.1	Explain the physical, emotional, and social importance of keeping the body clean.	Discussion, microscope	Questioning	Physically - germs off body / Emotionally - feel better / Socially - respect of others	
Standard 3	Health Behaviors				
5.2	Describe strategies to keep the body clean.	Class discussion - using	Observation	Practical life activities -	
Standard 5	Goal Setting				
5.3	Develop a plan to keep the body clean.	Develop a daily routine for at	Daily routine paper - log	Practicing daily hygiene	

Light of the World Montessori Academy K-8 Science Alignment

GR 4	Grade Level Content Expectation	Montessori Resources	Assessments (I can)	Enrichments/Projects	Teaching or Content Vocabulary
HEALTH					
Strand 1	Nutrition and Physical Activity				
Standard 1	Core Concepts				
1.1	Describe the food groups, including recommended portions to eat from each group.	group discussion follow Myplate	make a plate		
1.2	Analyze the relationship of physical activity, rest, and sleep.	discussion	during morning break		
1.3	Explain why some food groups have a greater number of recommended portions than other food groups.	research healthy choices			
1.4	Associate recommended food portions to the sizes of common items.	discussion			
1.5	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.	discussion	bring in package foods to analyse		
Standard 3	Health Behaviors				
1.6	Assess one's ability to include physical activity, rest, and sleep in one's daily routine.	observation	graph results		
1.7	Describe strategies people use to consume the recommended portions of food to meet their individual nutrient needs.	cause effect			
Standard 4	Influences				
1.8	Analyze examples of food advertising.	video (super size me)			
Standard 5	Goal Setting				
1.9	Develop a one-day plan for eating the recommended portions of food from each food group.	log a week of food			
Strand 2	Alcohol, Tobacco, and Other Drug				
Standard 1	Core Concepts				
2.1	Describe the short- and long-term physical effects of being exposed to tobacco smoke.	video			
2.2	Analyze possible reasons why individuals choose to use or to not use alcohol.	discussion			
2.3	Explain the positive outcomes of not using alcohol.				
Standard 3	Health Behaviors				
2.4	Demonstrate the ability to avoid exposure to secondhand smoke.	skit			

Light of the World Montessori Academy K-8 Science Alignment

Standard 4	Influences				
2.5	Explain how family and peers can influence decisions about using alcohol and other drugs.	discussion			
2.6	Explain how decisions about alcohol use will impact relationships with friends and family.	discussion			
2.7	Analyze various strategies used in the media that encourage and discourage the use of alcohol and tobacco.	commercial discussion		make a tobacco free and alcohol free quilt	
Standard 7	Social Skills				
2.8	Demonstrate verbal and non-verbal ways to refuse alcohol.	skit	exit ticket	Police Officer to speak about drugs and alcohol	
Strand 3	Safety				
Standard 1	Core Concepts				
3.1	Describe safety hazards, including those related to fire, dangerous objects and weapons, being home alone, and using the Internet.	discussion		Police Officer to discuss safety	
3.2	Explain the importance of respecting personal space and boundaries.	discussion			
3.3	Describe the characteristics of appropriate and inappropriate touch.	video , discussion			
3.4	Explain that a child is not at fault if someone touches him or her in an inappropriate way.	discussion, video			
Standard 2	Access Information				
3.5	Demonstrate how to ask a trusted adult for help.	discussion	skit		
3.6	Demonstrate how to access emergency services, such as calling "911," including what to say when accessing such services.	discussion		Police Officer to discuss safety	
Standard 3	Health Behaviors				
3.7	Apply strategies to prevent fires and burns.	video	practice wrapping first aid		
3.8	Develop and practice a home fire escape plan.	discussion			
3.9	Apply strategies to stay safe and prevent injury when home alone.	discussion			
3.1	Explain a rule and demonstrate actions to use when dangerous objects or weapons are present.	presentation			
3.11	Apply strategies to stay safe when using the Internet	discussion			
3.12	Apply strategies to avoid personally unsafe situations.	presentation	skit		
3.13	Demonstrate strategies to get away in cases of inappropriate touching or abduction.	video			
Standard 4	Influences				
3.14	Analyze how one influences the safety of others when adult supervision is not present.	discussion	quizzlet		
Strand 4	Social and Emotional Health				
Standard 1	Core Concepts				

Light of the World Montessori Academy K-8 Science Alignment

4.1	Describe the effect of teasing and bullying on others.	watch video	skit		
Standard 2	Access Information				
4.2	Describe the characteristics of people who can help make decisions and solve problems.	discussion			
Standard 3	Health Behaviors				
4.3	Apply the use of positive self-talk to manage feelings.	discussion, talk about the peace corner			
4.4	Describe strategies to manage strong feelings, including anger	Te. I feel statements			
Standard 6	Decision Making				
4.5	Explain the decision making and problem solving steps.	discussion			
4.6	Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.		writing, rubric		
Standard 7	Social Skills				
4.7	Describe characteristics and steps of conflict resolution.	Discussion conflict resolution			
4.8	Apply the steps of conflict resolution.	playworks.org			
4.9	Demonstrate non-violent conflict resolution strategies.	video, discussion			
4.1	Explain what to do if you or someone else is being teased or bullied.	Discussion conflict resolution	role play		
4.11	Express intentions to stop bullying as a bystander, perpetrator, or victim.	discussion video			
4.12	Demonstrate the ability to confront bullying and teasing.	discussion, video	role play		
Strand 5	Personal Health and Wellness				
Standard 3	Health Behaviors				
5.2	Demonstrate skills throughout the day to reduce the spread of germs	discussion	observation		
Strand 6	HIV Prevention				
Standard 1	Core Concepts				
6.1	Define HIV and AIDS.	video, discussion			
6.2	Explain that it is safe to be a friend of someone who is living with HIV or AIDS.	video, discussion			
6.3	Explain how HIV is and is not transmitted.				
		video, discussion	question and answer		
Standard 3	Health Behaviors				
6.4	Describe how people can protect themselves from infection with serious blood-borne communicable diseases, including not touching blood and not touching used needles.	video, discussion	exit ticket		

Light of the World Montessori Academy K-8 Science Alignment

Strand 7 Growth and Development					
Standard 1	Core Concepts				
7.1	Explain that puberty and development can vary considerably and still be normal.	N/A			
7.2	Identify personal hygiene practices and health/safety issues during puberty (e.g., showering, deodorant, use of sanitary products, and athletic supporters).	N/A			
7.3	Describe social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).	N/A			
7.4	Describe emotional changes during puberty (e.g., mood shifts).	N/A			
7.5	Describe physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).	N/A			
Standard 2	Access Information				
7.6	Identify potential resources (e.g., parents, teacher, and other trusted adults) that can provide accurate information about puberty.	N/A			
Standard 3	Health Behaviors	N/A			
7.7	Develop plans to maintain personal hygiene during puberty.				

Light of the World Montessori Academy K-8 Science Alignment

GR 5	Grade Level Content Expectation	Montessori Resources	Assessments (I can)	Enrichments/Projects	Teaching or Content Vocabulary
HEALTH					
Strand 1	Nutrition and Physical Activity				
Standard 1	Core Concepts				
1.1	Describe the essential nutrients the body needs to stay healthy.	Sorting Healthy Foods	I can identify healthy foods		
1.2	Describe guidelines to follow for healthy eating.	Reading food labels			
1.3	Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.	compare/contrast sugar drinks to healthy drinks			
1.4	Explain the importance of choosing water rather than other beverages for the purpose of keeping the body hydrated.	Persuasion writing piece			
Standard 2	Access Information				
1.5	Interpret information provided on food labels.	Reading food labels/calculate healthy contact	compare and contrast food labels	Journal tracking	
Standard 3	Health Behaviors				
1.6	Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.	Snack time			
1.7	Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.	Researching labels, develop a plan for 3 meals	I can choose healthy meals	Presentation on meals plan	
Strand 2	Alcohol, Tobacco, and Other Drug				
Standard 1	Core Concepts				
2.1	Describe poison safety rules for household products	Video			
2.2	Describe the short- and long- term physical effects of using tobacco and inhalants.	Research long term effect of smoking		presentation on the different effects	
2.3	Describe health benefits of abstaining from or stopping tobacco use.	Discussion/persuasion writing			
2.4	Recognize that it is hard to stop using tobacco.				
2.5	Compute the economic cost of tobacco use.	Math work on how much it cost per year when you smoke		Check math skills	
2.6	Explain school policies and community laws related to the sale and use of tobacco products.	Read over parent handbook, discuss why its important to follow			

Light of the World Montessori Academy K-8 Science Alignment

2.7	Describe how use of alcohol and other drugs impairs safe driving.	Video/Discussion	I can identify why alcohol effects us		
Standard 3	Health Behaviors				
2.8	Apply effective strategies to avoid exposure to inhalants.	discussion			
2.9	Apply strategies to avoid riding with an impaired driver.	Skit		Present ways to just say no	
Standard 4	Influences				
2.1	Analyze the accuracy of information conveyed in the media about tobacco use.	Video/Discussion			
2.11	Explain how decisions about alcohol and tobacco use will impact relationships with friends and family.	Writing piece, talk about effects			
2.12	Analyze how families and peers may influence choices about using tobacco and inhalants.	Discussion/videos			
Standard 6	Decision Making				
2.13	Analyze the positive and negative choices one can make about using tobacco and alcohol.	Discussion/videos			
Standard 7	Social Skills				
2.14	Demonstrate verbal and non-verbal ways to refuse tobacco, alcohol, inhalant, and other drug use.	Skit			
Strand 3	Safety				
Standard 1	Core Concepts				
3.1	Explain the importance of respecting personal space and boundaries.	Social Worker speaker / Police officer			
3.2	Describe the characteristics of appropriate and inappropriate touch.	Social Worker speaker / Police officer			
3.3	Explain that a child is not at fault if someone touches him or her in an inappropriate way	Social Worker speaker / Police officer			
3.4	Describe hazards related to sun, water, and ice.	Discussion / Information Packets / present facts			
Standard 2	Access Information				
3.5	Demonstrate how to ask a trusted adult for help.	Skit			
Standard 3	Health Behaviors				
3.6	Analyze situations to predict safety hazards when home alone and in public places.	Hypothetical situation discussions			
3.7	Apply strategies to avoid personally unsafe situations.	Discussions / role play			
3.8	Apply strategies to be safe in the sun and when around water and ice.	Discussions / role play			
Standard 5	Goal Setting				

Light of the World Montessori Academy K-8 Science Alignment

3.9	Develop plans to stay safe when home alone and in public places.	Brainstorm ideas			
Standard 7	Social Skills				
3.1	Demonstrate strategies to get away in cases of inappropriate touching or abduction.	Police officer / Social Worker / Kathy			
Strand 4	Social and Emotional Health				
Standard 1	Core Concepts				
4.1	Describe the harmful impact of harassing behaviors to both the perpetrator and the victim.	Police officer / Social Worker / Kathy			
Standard 2	Access Information				
4.2	Describe how to get help from an adult when someone is in danger of hurting self or others.	Police officer / Social Worker / Kathy			
Standard 3	Health Behaviors				
4.3	Demonstrate strategies to manage strong feelings.	Brain storm ideas - Create a list or Chart			
4.4	Predict situations that might lead to trouble, including violence.	Brain storm ideas - Create a list or Chart			
4.5	Demonstrate strategies to avoid situations that might lead to trouble.	Brain storm ideas - Create a list or Chart			
4.6	Demonstrate the ability to manage harassment, including getting help from a trusted adult.	Brain storm ideas - Create a list or Chart			
Standard 5	Goal Setting				
4.7	Set a personal goal and plan the steps necessary to achieve the goal.	NWEA Map data - PE goals			
Standard 6	Decision Making				
4.8	Describe the characteristics of people who can help make decisions and solve problems.	Discussions - Brainstorms - Charts and Lists			
4.9	Explain the decision making and problem solving steps.	Create a flow chart together			
4.1	Demonstrate making a decision or solving a problem using criteria to evaluate solutions.	Do role playing scenarios			
Standard 7	Social Skills				
4.11	Demonstrate effective listening strategies.	morning circle	questions, feedback		
4.12	Demonstrate how to communicate assertively.	morning circle, discussion	observation		
4.13	Apply the steps of conflict resolution to a real or hypothetical situation.	gym, work time	role play, observation		
Standard 8	Advocacy				

Light of the World Montessori Academy K-8 Science Alignment

4.14	Advocate for a caring school environment.	We DAY, Earth Day, Grace and courtesy	observation		
Strand 5 Personal Health and Wellness					
Standard 1	Core Concepts				
5.1	Analyze the physical, emotional, mental, and social importance of keeping the body clean.	discussion, human body	observation,		
Standard 4	Influences				
5.2	Analyze media influences related to hygiene products.	video/ commercial	discussion		
Standard 5	Goal Setting				
	Develop a plan to keep the body clean.	find a book or video	discussion		
Strand 6 HIV Prevention					
Standard 1	Core Concepts				
6.1	Define HIV and AIDS.				
6.2	Explain that it is safe to be a friend of someone who is living with HIV or AIDS.				
6.3	Describe how HIV is and is not transmitted.				
Standard 3	Health Behaviors				
6.4	Describe ways people can protect themselves from infection with serious blood borne communicable diseases, including not touching blood, not touching used needles, and not having sex.				
Strand 7 Growth and Development					
Standard 1	Core Concepts				
7.1	Explain that males and females develop at different rates, and there are wide variations within each sex.	N/A			
7.2	Explain social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).	N/A			
7.3	Explain emotional changes during puberty (e.g., mood shifts).	N/A			
7.4	Explain physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).	N/A			
7.5	Define and identify basic male and female reproductive anatomy using scientific names.	N/A			
7.6	Define the functions of sperm and egg cells in human reproduction.	N/A			
7.7	Describe how sperm cells are produced.	N/A			
7.8	Describe the menstrual cycle and its potential for human reproduction.	N/A			

Light of the World Montessori Academy K-8 Science Alignment

7.9	Describe the functions of basic male and female reproductive anatomy	N/A			
Standard 2	Access Information				
7.1	Describe criteria to determine whether resources provide accurate information about puberty; and apply these criteria to identify valid resources.	N/A			
Standard 4	Influences				
7.11	Explain how culture, media, and others influence what one thinks about oneself and relationships.				

Light of the World Montessori Academy K-8 Science Alignment

GR 6	Grade Level Content Expectation	Montessori Resources	Assessments (I can)	Enrichments/Projects	Teaching or Content Vocabulary
HEALTH					
Strand 1	Nutrition and Physical Activity				
Standard 1	Core Concepts				
1.1	Analyze the benefits of healthy eating and being physically active.	video, "Fit for Life" pbs in the mix discussion guide	large group discussion		
1.2	Identify the causes of foodborne illness.	powerpoint	science journal		
1.3	Explain the importance of choosing water rather than other beverages for the purpose of keeping the body hydrated.	large group discussion;	I can explain importance of drinking water for hydration as opposed to other beverages		
Standard 3	Health Behaviors				
1.4	Describe the federal dietary guidelines and the amount of physical activity recommended for one's age in order to achieve health benefits.	"My Plate" activity	I can describe the federal dietary guidelines and amount of physical activity recommended for one's age		
1.5	Describe strategies for dealing with personal preferences, restrictions, and barriers related to healthy eating, adequate sleep, and physical activity.	small group discussion of barriers to healthy living, charting, and sharing with whole group	presentation to larger group of strategies for healthy living		
1.6	Describe environmental influences that encourage or discourage physical activity.	brainstorming, discussion of environmental influences of physical activity	participation in group discussion and reflection in health journal		
1.7	Develop a dietary and physical activity plan for a week that is consistent with the dietary guidelines.	My Plate activity; planning healthy meals and fitness routines	dietary and physical activity plan written in health journal		
1.8	Demonstrate the ability to support others to choose healthy foods and be physically active.	make posters to display throughout school promoting healthy food choices and fitness	posters		
Standard 1	Core Concepts				
1.9	Demonstrate the ability to support others to choose healthy foods and be physically active.	make posters to display throughout school promoting healthy food choices and fitness	I can demonstrate support of others healthy choices		

Light of the World Montessori Academy K-8 Science Alignment

Standard 4	Influences				
1.1	Analyze how one's own perception of weight influences healthy eating and being physically active.	analyze media influence and advertising on body image; discussion what can be done counter idealized body images from the media	I can analyze how one's perception of weight influences healthy choices		
Strand 2 Alcohol, Tobacco, and Other Drug					
Standard 1	Core Concepts				
2.1	Explain the short- and long-term effects of alcohol and marijuana use.	video "Getting Stupid: How Drugs Damage Your Brain" Discussion	notes from video recorded in science journal	posters	
2.2	Explain school policies and Michigan laws related to the sale and use of tobacco products	write school and state laws on chart paper followed by group discussion	I can explain school policies and Michigan laws related to sale and use of tobacco products		
2.3	Analyze data that supports that most young people in middle school do not use tobacco, alcohol, or other drugs.				
2.4	Articulate the benefits of remaining alcohol, tobacco, and drug free.	video "Getting Stupid: How Drugs Damage Your Brain" Discussion	reflection in health journal the benefits of remaining alcohol, tobacco and drug free		
2.5	Analyze how impaired judgment and other effects of alcohol or marijuana use impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.	video "Getting Stupid: How Drugs Damage Your Brain" Discussion	reflection in health journal the benefits of remaining alcohol, tobacco and drug free	skits	
Standard 2	Access Information				
2.6	Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use; and assess the validity of the resources.	research	creation of posters or power points to educate others about school and community resources to help with substance abuse	create posters or powerpoints to educate others about resources available to help with substance abuse	
Standard 3	Health Behaviors				
2.7	Make a commitment to be alcohol, tobacco and drug free.	drug and alcohol free pledges campaign	Pledge to stay alcohol, tobacco and drug free		
2.8	Recognize behaviors that may indicate alcohol or drug impairment in order to avoid riding with an impaired driver.	research, discussion, brain storming	I can recognize behaviors that may indicate alcohol or drug impairment	skits	
2.9	Describe strategies to avoid riding with an impaired driver, and demonstrate the ability to use them.	brainstorming, discussion	describe strategies to avoid riding with impaired driver in journal; skits	skits	

Light of the World Montessori Academy K-8 Science Alignment

Standard 4	Influences				
2.1	Analyze family, peer, societal, and media influences on tobacco, alcohol, and other drug use.	research, discussion, brain storming	presentation	presentation of examples of how media influences tobacco, alcohol and drug use (movies, music, books)	
Standard 7	Social Skills				
2.11	Develop personal strategies to resist influences to use tobacco, alcohol, and other drugs.	brainstorming	reflecting in Health Journal on a personal strategy to resist the use of tobacco, alcohol and other drugs		
2.12	Demonstrate verbal and non-verbal ways to refuse alcohol, tobacco, and other drugs.	inform, discuss, practice	role playing		
Standard 1	Core Concepts				
2.13	Describe the negative health effects of caffeine, tobacco, and diet pills on rest, stress, athletic performance, and weight management.	research negative effects of caffeine, tobacco, and diet pills; share in group discussion	reflection in journal	case study of athlete or other performer whose career was negatively impacted by substance abuse	
	Influences				
2.14	Analyze possible reasons why individuals choose to use, or not use, alcohol or marijuana.	brainstorming, research, discussion	research paper on substance abuse as to causes, effects, ways to resist		
2.15	Demonstrate the ability to support friends and family members who are trying to stop using alcohol, tobacco, and other drugs.	research persuasive arguments or techniques to help someone stop substance abuse	persuasive letter	students will write a letter to someone close to them to encourage them to quit abusing drugs or alcohol	
Standard 8	Advocacy				
2.16	Apply effective persuasion skills for encouraging others not to use tobacco, alcohol, and other drugs.	research persuasive arguments or techniques to help someone stop substance abuse	persuasive letter	students will write a letter to someone close to them to encourage them to quit abusing drugs or alcohol	
Strand 3	Safety				
Standard 1	Core Concepts				
3.1	Explain how safety belts help passengers to stay safe.	discussion	Health journal		

Light of the World Montessori Academy K-8 Science Alignment

3.2	Describe safety hazards related to using the Internet.	"Internet Safety Rules For Kids," Education World; discussion	participation in small group assignment	in small groups assign one rule for the group to develop a presentation to larger group	
3.3	Describe appropriate and inappropriate touch.	discussion	I can describe appropriate and inappropriate touch		
3.4	Explain the importance of respecting personal space and boundaries.	"Shifting Boundaries" measure personal body space activity in small groups; What is a boundary discussion	activity worksheet from "Shifting Boundaries"		
3.5	Explain that a child is not at fault if someone touches him or her in an inappropriate way.	discussion	observation and participation in discussion		
Standard 2	Access Information				
3.6	Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.	discussion, brainstorming, role-playing	participation in discussion and role-playing		
Standard 3	Health Behaviors				
3.7	Analyze environments and situations, including those where weapons may be present, to determine whether they are safe.	video, discussion	reflection in journal and participation in discussion		
3.8	Describe strategies to avoid unsafe situations.	inform, discuss	reflection after discussion in Health Journal		
3.9	Demonstrate strategies to escape when weapons/dangerous objects are present.	demonstrate strategies to escape various types of unsafe situations	scenarios, discussion		
3.1	Describe the procedure for reporting the presence of weapons at school.	discussion	I can describe the procedure for reporting the presence of weapons at school		
3.11	Demonstrate the ability to escape safety hazards in public places.	inform, discuss	scenarios		
3.12	Apply school rules and procedures to hypothetical school crisis situations.	lock down practice; scenario practice	scenarios		
3.13	Demonstrate strategies to get away in hypothetical cases of inappropriate touching or abduction.	demonstrate strategies to escape various types of unsafe situations	scenarios, role playing		
	Apply strategies to stay safe when using the Internet.	inform and discuss how and why it's important to stay safe on the internet	reflection in Health Journal		
Standard 5	Goal Setting				

Light of the World Montessori Academy K-8 Science Alignment

3.9	Develop plans to stay safe when home alone and in public places.	brainstorming, discussion	written plan on how to stay safe when home alone and in public places in health journal		
Standard 7	Social Skills				
3.1	Demonstrate strategies to get away in cases of inappropriate touching or abduction.	video, discussion	scenarios		
Strand 4	Social and Emotional Health				
Standard 1	Core Concepts				
4.1	Describe the harmful impact of harassing behaviors to both the perpetrator and the victim.	research and discuss common causes and impacts of stress caused by bullying	Research paper on effects of bullying		
Standard 2	Access Information				
4.2	Describe how to get help from an adult when someone is in danger of hurting self or others.	discussion, brainstorming, role-playing	role-playing		
Standard 3	Health Behaviors				
4.3	Demonstrate strategies to manage strong feelings.	inform, discuss	reflect in health journal		
4.4	Predict situations that might lead to trouble, including violence.	brainstorming, discussion	I can predict situations that might lead to violence or trouble	scenarios	
4.5	Demonstrate strategies to avoid situations that might lead to trouble.	inform, discuss	scenarios		
4.6	Demonstrate the ability to manage harassment, including getting help from a trusted adult.	role playing	research paper on bullying, role playing		
Standard 5	Goal Setting				
4.7	Set a personal goal and plan the steps necessary to achieve the goal.	power point	select a personal goal and develop an action plan to achieve it		
Standard 6	Decision Making				
4.8	Describe the characteristics of people who can help make decisions and solve problems.	power point, discussion	reflection in Health Journal		
4.9	Explain the decision making and problem solving steps.	explore the steps of conflict resolution	list problem solving steps in Health Journal	skits demonstrating steps of conflict resolution	
4.1	Demonstrate making a decision or solving a problem using criteria to evaluate solutions.	explore the steps of conflict resolution	application of research in skits	skits demonstrating steps of conflict resolution	

Light of the World Montessori Academy K-8 Science Alignment

Standard 7	Social Skills				
4.11	Demonstrate effective listening strategies.	inform, demonstrate, practice effective listening skills	I can demonstrate effective listening strategies		
4.12	Demonstrate how to communicate assertively.	inform demonstrate and practice how to communicate assertively	I can demonstrate how to communicate assertively	scenario cards	
4.13	Apply the steps of conflict resolution to a real or hypothetical situation.	explore the steps of conflict resolution	I can apply the steps of conflict resolution	skits demonstrating steps of conflict resolution	
Standard 8	Advocacy				
4.14	Advocate for a caring school environment.	discussion, brainstorming,	participation in mentoring program	posters, big brother, big sister program linking older students to younger	
Strand 5 Personal Health and Wellness					
Standard 1	Core Concepts				
5.1	Analyze the physical, emotional, mental, and social importance of keeping the body clean.	video; Basic Hygiene (Human Relations Media)	worksheet based on video		
Standard 4	Influences				
5.2	Analyze media influences related to hygiene products.	research	reflection in Health Journal		
Standard 5	Goal Setting				
	Develop a plan to keep the body clean.	daily routine schedules	healthy routine in journal	create your own commercial	
Strand 6 HIV Prevention					
Standard 1	Core Concepts				
6.1	Define HIV and AIDS.	video	health journal		
6.2	Explain that it is safe to be a friend of someone who is living with HIV or AIDS.	video and discussion	information pamphlet		
6.3	Describe how HIV is and is not transmitted.	video	information pamphlet		
Standard 3	Health Behaviors				
6.4	Describe ways people can protect themselves from infection with serious blood borne communicable diseases, including not touching blood, not touching used needles, and not having sex.	video	reflection in Health Journal		
Strand 7 Growth and Development					

Light of the World Montessori Academy K-8 Science Alignment

Standard 1	Core Concepts				
7.1	Explain that males and females develop at different rates, and there are wide variations within each sex.	N/A			
7.2	Explain social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).	N/A			
7.3	Explain emotional changes during puberty (e.g., mood shifts).	N/A			
7.4	Explain physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).	N/A			
7.5	Define and identify basic male and female reproductive anatomy using scientific names.	N/A			
7.6	Define the functions of sperm and egg cells in human reproduction.	N/A			
7.7	Describe how sperm cells are produced.	N/A			
7.8	Describe the menstrual cycle and its potential for human reproduction.	N/A			
7.9	Describe the functions of basic male and female reproductive anatomy	N/A			
Standard 2	Access Information				
7.1	Describe criteria to determine whether resources provide accurate information about puberty; and apply these criteria to identify valid resources.	N/A			
Standard 4	Influences				
7.11	Explain how culture, media, and others influence what one thinks about oneself and relationships.	research	research paper or ppt		

Light of the World Montessori Academy K-8 Science Alignment

GR 7 / 8	Grade Level Content Expectation	Montessori Resources	Assessments (I can)	Enrichments/Projects	Teaching or Content Vocabulary
HEALTH					
Strand 1	Nutrition and Physical Activity				
Standard 1	Core Concepts				
1.1	Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.	video (Supersize Me?)	I can illustrate the benefits and repercussions of eating healthy, being physically active, and keeping the body hydrated.	Creative Writing (perhaps children's book) -- share with younger grades?	
1.2	Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits.	My Plate (https://www.choosemyplate.gov/) -- Recreate "My Plate"	I can demonstrate knowledge of the recommended dietary and physical activity requirements.	Food/Activity log (supertracker.usda.gov?), create menus, cooking, making healthy snacks	
Standard 2	Access Information				
1.3	Use nutrition information on food labels to compare products and select foods for specific dietary goals.	compare and contrast different products and nutritional values; create dietary specific menus	I can compare nutrition information on food labels and pick foods to create a plan for specific dietary goals.	Go to grocery store and plan a healthy meal for a person with certain dietary needs (budgeting, etc.)	
1.4	Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value.	research use of words on labels such as "natural," "organic" and "kosher."	I can recognize discrepancies between claims on food packages and in advertisements and the true nutritional value the food holds.	Go to grocery store and plan a healthy meal for a person with certain dietary needs (budgeting, etc.)	Why do fad diets work?
1.5	Demonstrate the ability to access resources regarding healthy weight management and unhealthy eating patterns; and assess the validity of the resources.	FDA, My Plate, kidshealth.org , etc.	I can access and use accurate information to create a food log/menu.	Food/Activity log, create menus Guest speaker	
Standard 3	Health Behaviors				
1.6	Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices one can make when eating out, including at fast food restaurants.	examples of fast food menus, various restaurant menus; analyzing nutritional values and healthy choices	I can assess the difference between a healthy and unhealthy menu item.	Food/Activity log, create menus	

Light of the World Montessori Academy K-8 Science Alignment

1.7	Evaluate a typical day's food intake according to the federal dietary guidelines for teenagers.	creating healthy meal plans	I can monitor my own eating habits and evaluate my food choices using choosemyplate.gov	Food/Activity Log (supertracker.usda.gov?)	
1.8	Describe moderate-intensity physical activities that are personally enjoyed and that can be enjoyed for a lifetime.	research various healthy activities by surveying classmates favorite activities and creating bargraphs or pie charts	I can monitor my own physical activity and evaluate my level of activity	Food/Activity Log (supertracker.usda.gov?) jogging and walking clubs	
Standard 4	Influences				
1.9	Analyze the influence of television, computer, and video games on physical activity.	research, debate	I can identify and explain the influence of different medias on physical activity.	Debate or research paper	
Standard 5	Goal Setting				
1.1	Assess personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers.	analyze personal food and activities log, barriers, and ways to overcome them	I can evaluate my own shortcomings in trying to meet my healthy eating goals.	Analyze unmet goals on food/activity log and assess difficulties to meeting those goals	Why do people not choose healthy foods?
1.11	Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.	food and activity log	I can set goals to improve my personal health and wellness.	Food/Activity Log (supertracker.usda.gov?) Make goals to improve their own health plan	
Standard 8	Advocacy				
1.12	Advocate for the availability of appealing, nutrient-dense foods in the school cafeteria and throughout the school environment.	research and help to develop healthy hot lunch alternatives by creating a healthy sample meal; research cost per meal, test product with a test group and present to school officials	I can explain to others why making healthy eating choices are important and create a plan to implement healthier foods into our weekly menu.	Make classroom guidelines regarding what constitutes a healthy/unhealthy snack/lunch. advocate for healthy choicess (instead of pizza/hotdogs) Using healthy ingredients in their cafe Educating younger classes in why making good choices is important (sample menu for other choices parents could sell at lunch)	

Light of the World Montessori Academy K-8 Science Alignment

Strand 2 Alcohol, Tobacco, and Other Drug					
Standard 1	Core Concepts				
2.1	Analyze how alcohol, tobacco, and other drug use and exposure negatively impacts the user, as well as friends, family members, and community members.	brainstorming, discussion,	narrative describing in story form negative impact of substance abuse	video; write a narrative describing negative impact of drugs on individual, friends and family	
Standard 2	Access Information				
2.2	Locate resources in one's school and community, and on the Internet, for information and assistance regarding alcohol, tobacco, and other drug use; and assess the validity of the resources.	research	substance abuse resource pamphlet	create a community service pamphlet on substance abuse resources	
Standard 3	Health Behaviors				
2.3	Describe a variety of needs young people may have, explain healthy ways to meet these needs without using alcohol, tobacco, or other drugs, and make a personal commitment to remain drug free.	discussion	participation in discussion within small groups based on peer evaluations	small group discussion; charting consensus and presenting to larger group	
2.4	Recognize risky situations that may lead to trouble, so that one can protect oneself and others from alcohol, tobacco, and other drug use.	brainstorming, discussion,	participation in writing and or performing in skits showing risky situations that may lead to trouble and to protect oneself from drug use	skits	
Standard 4	Influences				
2.5	Evaluate environmental and social factors, especially advertising strategies, which may influence young people to use alcohol, tobacco, or other drugs.	research advertising strategies used to influence young people to use tobacco and alcohol	I can determine advertising strategies that may be used to influence young people.	Research Projects	
Standard 6	Decision Making				
2.6	Apply problem-solving skills to hypothetical situations to protect oneself and others from alcohol, tobacco, and other drug use.	discuss seven steps to problem solving	I can explain and discuss seven steps to problem solving	in small groups apply seven steps to problem solving to hypothetical situations involving drugs and alcohol	
Standard 7	Social Skills				
2.7	Demonstrate effective refusal skills to counter pressure to use alcohol, tobacco, or other drugs.	brainstorming, discussion,	I can display how to effectively use refusal skills in high-risk situations	skits and, or, role playing	

Light of the World Montessori Academy K-8 Science Alignment

Strand 3 Safety					
Standard 1	Core Concepts				
3.1	Describe the characteristics of healthy (positive) and harmful (negative) relationships.	Discussion -- people you like v. dislike --> What characteristics do they possess? How does a positive relationship make you feel? Negative?	I can describe the characteristics of a healthy and a harmful relationship.	Venn Diagram, small group discussion	
3.2	Evaluate the impact of alcohol and other drug use related to safety when dating.	How does alcohol and drugs affect the aforementioned relationships -- does this make you more or less safe? Explain.	I can determine the effects of drug and alcohol on dating relationships	Discussion	
3.3	Describe the extent of the problem of dating abuse, assault, and rape.	Video explaining the differences between these	I can determine the differences between dating abuse, sexual assault, and rape and explain why each of these is a problem.	Video and Discussion	
3.4	Define the legal consequences of sexual harassment and violence.	What to do if you experience dating abuse, assault, or rape -- what your legal rights are	I can make informed decisions about how to handle dating abuse, sexual assault, or rape and explain my legal rights.	Assignment researching legal rights	
Standard 2	Access Information				
3.5	Describe the characteristics of situations for which adult help is needed, including intimidating and dangerous situations, where valid help can be located, and how to access it for self or others.	Scenario list -- determine if help is needed and where from	Given a list of scenarios, I can determine if adult help is needed and where to locate it.	Small group work	
Standard 3	Health Behaviors				
3.6	Evaluate potential responses to violence to determine the probability of a safe outcome.	Role Playing, Large Group Discussion -- make list of options	I can determine safe options for escaping violent situations	Role Playing and Discussion	
3.7	Describe strategies to stay safe when using the Internet.	Video -- hear a story from a victim of internet predators -- make an internet safety poster/flyer	I can explain the dangers of the internet and strategies for staying safe	Video and creation of poster/flyer	

Light of the World Montessori Academy K-8 Science Alignment

3.8	Demonstrate skills and strategies for avoiding or escaping potentially dangerous situations.	Role Playing, Large Group Discussion -- make list of options	I can determine safe options for escaping dangerous situations	Large Group Discussion and Role Play	
3.9	Recognize warning signs of potential danger in relationships.	Discussion -- people you like v. dislike --> What characteristics do they possess? How does a positive relationship make you feel? Negative?	I can describe the characteristics of a healthy and a harmful relationship.	Large Group Discussion	
Standard 4	Influences				
3.1	Evaluate individual, group, and societal influences that promote peace and respectful behaviors, and those that promote violence and disrespectful behaviors.	Talk about peace, respect when discussing current events and what that looks like in our classroom	I can describe what peaceful and respectful environments look like and list influences that promote this.	Discussion and journal entry	
Standard 6	Decision Making				
3.11	Apply the problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.	Role Playing, Large Group Discussion -- make list of options. Six steps of conflict resolution. Determine when an adult is needed.	I can transfer information through a performance on the six steps of conflict resolution.	Role Play	
Standard 7	Social Skills				
3.12	Apply conflict resolution skills to real or hypothetical situations involving peers.	Role Playing, Large Group Discussion -- make list of options. Six steps of conflict resolution.	I can transfer information through a performance on the six steps of conflict resolution.	Role Play	
3.13	Demonstrate skills for dealing with intimidation, including sexual harassment.	Scenario list -- determine if help is needed and where from	Given a list of scenarios, I can determine if adult help is needed in situations involving intimidation or sexual harassment.	Scenario List	
Strand 4	Social and Emotional Health				
Standard 1	Core Concepts				
4.1	Distinguish between passive, aggressive, and assertive communication.	Inform, discuss	participation in role playing	role playing	
4.2	Describe the warning signs, risk factors, and protective factors for depression and suicide.	power point, discussion	reflection in Health Journal	Journal Entry	

Light of the World Montessori Academy K-8 Science Alignment

Standard 2	Access Information				
4.3	Analyze situations as to whether they call for simple acts of caring among friends, or require getting the help of caring adults.	scenarios and discussion	participation in scenarios and reflection in journal	Scenarios	
4.4	Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.	Hear stories of how going to a trusted adult saved someone's life -- video -- go over list of places to go to.	I understand how to get help for myself or my friends when dealing with emotional or mental health concerns including suicide	Video and Small Group Discussion.	
4.5	Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others.	Hear stories of how going to a trusted adult saved someone's life -- video -- go over list of places to go to.	I understand how to get help for myself or my friends when dealing with emotional or mental health concerns	Video and Small Group Discussion.	
Standard 3	Health Behaviors				
4.6	Describe the signs and symptoms of stress.	Make a list of personal stressors and how they typically react to those stressors	I can determine when I am personally stressed and the signs/symptoms I typically exhibit	Journal Entry	
4.7	Demonstrate the ability to use stress management techniques.	Make a list of personal stressors and using techniques, make a plan of how to cut back individual stress	I can use stress management techniques to help myself deal better with a stressful environment	Journal Entry and Goal Setting	
Standard 4	Influences				
4.8	Explain internal and external factors that help to determine how one acts toward others.	Discuss peer pressure, media, etc. to determine why you might feel one way or another towards a certain person or group	I can determine why a person may act a certain way towards another person based on their outside influences and prejudices.	Large Group Discussion	
4.9	Demonstrate using the problem solving steps to solve a problem.	discuss seven steps to problem solving -- practice skills	I can explain and discuss seven steps to problem solving	in small groups apply seven steps to problem solving to hypothetical situations involving drugs and alcohol	
Standard 7	Social Skills				
4.1	Demonstrate ways to show caring and respect for others, including those with real or perceived differences (e.g., cultural differences, disabilities, gender, and sexual orientation).	WE Day, Volunteer work in community, cultural awareness in classroom	I can participate in activities in which I help others in the community and around the world regardless of perceived differences.	Project about different people types -- make a book?	

Light of the World Montessori Academy K-8 Science Alignment

4.11	Demonstrate the ability to use assertive communication skills.	Role Playing, Large Group Discussion -- make list of options. Six steps of conflict resolution.	I can transfer information through a performance on how to assert myself in situations where I may feel uncomfortable.	Role Playing and Discussion	
4.12	Apply conflict resolution skills to real or hypothetical situations involving peers.	Role Playing, Large Group Discussion -- make list of options. Six steps of conflict resolution.	I can transfer information through a performance on the six steps of conflict resolution.	Role Playing and Discussion	
Strand 5 Personal Health and Wellness					
Standard 1	Core Concepts				
5.1	Describe the importance of rest and sleep for personal health.	Research, presentations	I can teach the importance of good sleep habits	Research Projects -- Teach younger grades about good practices	
5.2	Explain how common infectious diseases are transmitted by air, indirect contact, and person-to-person contact.	Research, presentations	I can explain the importance of washing hands, covering mouth and nose, etc.	Research Projects -- Teach younger grades about good practices	
Standard 2	Access Information				
5.3	Locate resources in one's school and community, and on the Internet, related to personal health issues and concerns; and assess the validity of the resources.	Create a list of resources for school/office use -- send home with grades 4-8	I can describe and understand the different resources available in my community	Flyer of Resources	
Standard 3	Health Behaviors				
5.4	Apply health practices that can prevent the spread of illness, including foodborne illness.	Discussion -- cleaning the cafe -- good routines to establish?	I can establish good routines for the prevention of the spread of illness	Creating a checklist of jobs to be done	
5.5	Demonstrate basic first aid skills (i.e., controlling bleeding, Heimlich maneuver).	Research and small presentations demonstrating good practice	I can demonstrate good practice of basic first aid skills	Research Projects -- Teach younger grades about good practices	
5.6	Analyze the characteristics of an illness or injury to determine whether it is necessary to seek medical care.				
5.7	Demonstrate the proper steps to protect against harm from the sun.	Research, presentations	I can explain the importance of sunscreen, protective clothing, etc.	Research Projects -- Teach younger grades about good practices	
Standard 4	Influences				

Light of the World Montessori Academy K-8 Science Alignment

5.8	Analyze the social influences that encourage or discourage a person to practice sun safety.	Research, presentations	I can teach the social influences that encourage/discourage sun safety	Research Projects -- Teach younger grades about good practices	
Standard 5	Goal Setting				
5.9	Create a plan to incorporate adequate rest and sleep in daily routines.	Set a goal amount of rest each night -- establish bed time for proximal level of sleep	I can set a goal and follow through on a goal pertaining to amount of sleep in daily routines.	Set goals -- Journal Entry	
Strand 6	HIV and STIs Prevention				
Standard 1	Core Concepts				
6.1	Explain how HIV is and is not transmitted.	Pre-test/Post-Test and Video, small group discussion	I can list the ways in which HIV can be transmitted	Discussion/Lesson	
6.2	Distinguish between facts and myths regarding HIV infection and AIDS.	Pre-test/Post-Test and Video, small group discussion	I can determine between fact and myth regarding HIV Infection and AIDS.	Discussion/Lesson	
Standard 2	Access Information				
6.3	Explain when it is important to get adult, medical, and/or counseling help.	Pre-test/Post-Test and Video, small group discussion -- list of scenarios and they have to make the right choice	I can determine the need for an adult, medical help, or counseling help given a list of scenarios	Discussion/Lesson	
6.4	Describe sources of accurate information and assistance in one's community.	Pre-test/Post-Test and Video, small group discussion -- have a list of resources --> research them	I can describe and understand the different resources available in my community	Discussion/Lesson	
Standard 3	Health Behaviors				
6.5	Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).	N/A	N/A	N/A	
6.6	Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.	Given a list of scenarios students determine how to walk away from risky scenarios	I can determine an unsafe situation and demonstrate how to correctly respond to avoid it.	Scenarios	

Light of the World Montessori Academy K-8 Science Alignment

GR K	Grade Level Content Expectation	Montessori Lessons	Assessments (I can)	Enrichments/Projects	Teaching or Content Vocabulary
HEALTH					
Strand 1	Nutrition and Physical Activity				
Standard 1	Core Concepts				
1.1	Describe how consuming a variety of healthy foods and beverages helps a person stay healthy.	sort fruit and vegetables, circle discussion of Choose My Plate, circle discussion regarding exercise, sharing informational text during circle,			
1.2	Describe how being physically active helps a person stay healthy.	use and discussion of stethoscope, promote outdoor play			
1.3	Describe how drinking water helps a person stay healthy.	circle discussion, water bottles in class, promote drinking water with snacks and lunch			
Standard 3	Health Behaviors				
1.4	Generate examples of physical activities that are personally enjoyable.	organized games/activities during gym time, walking field trips to nature trail, free play on the playground, brain breaks			
1.5	Select a variety of foods that can be eaten for healthy snacks.	provide practical life work (cucumber slicing, carrot peeling, banana slicing, salad making, apple polishing and slicing			
Strand 2	Alcohol, Tobacco, and Other Drug				
Standard 1	Core Concepts				
2.1	Identify household products that are harmful if touched, ingested, or inhaled.	circle discussion			
2.2	Describe ways that over-the-counter and prescription medicines can be helpful or harmful.	circle discussion when children are sick			

Light of the World Montessori Academy K-8 Science Alignment

Standard 2	Access Information				
2.3	Identify trustworthy sources of accurate information about potentially poisonous household products.	identify and discuss poison control			
Standard 3	Health Behaviors				
2.4	Explain rules for handling household products and avoiding poisons.	circle discussion, informational text, video resources, teach poison control hotline and proper use			
2.5	Describe how to safely use medicines.	circle discussion, informational text, video resources, teach poison control hotline and proper use			
Strand 3 Safety					
Standard 1	Core Concepts				
3.1	Describe pedestrian hazards and safe pedestrian behaviors.	circle discussion, face forward when walking in line, looking both ways when crossing the street, discussing "stranger danger"			
3.2	Identify dangerous objects and weapons.	circle discussion of code of conduct, 3 part cards, videos, proper use of sharp tools and how they are properly used (in practical life)			
3.3	Describe the characteristics of appropriate touch and inappropriate touch.	circle discussion, teach personal space, verbal reminders of keeping hands to yourself (standing in line)	School SW and Montessori Director Discussion		
3.4	Explain that a child is not at fault if someone touches him or her in an inappropriate way.	informational text			
Standard 2	Access Information				
3.5	Demonstrate the procedure for calling 911 and explain when it is appropriate to do so.	circle discussion, worksheets, informational text and video, ask public servants to speak			

Light of the World Montessori Academy K-8 Science Alignment

3.6	Demonstrate how to ask trusted adults for help.	invite public servants to speak, role play during circle			
Standard 3	Health Behaviors				
3.7	Demonstrate safe pedestrian behaviors.	circle discussion, face forward when walking in line, looking both ways when crossing the street, discussing "stranger danger"			
3.8	Describe dangerous and destructive situations that need to be reported to an adult.	circle discussion, role play in circle, informational text			
3.9	Apply a rule and demonstrate actions to use in hypothetical situations when weapons may be present.	circle discussion, role play in circle, informational text			
3.1	Generate examples of safe places one might go if feeling personally threatened.	circle discussion, identify safe adults, promote parent/caregiver involvement via newsletter or parent/teacher discussions			
3.11	Apply strategies to avoid personally unsafe situations.	discuss personal space, safe adults, discussion of ground rules and code of conduct			
3.12	Apply strategies to get away in hypothetical cases of inappropriate touching or abduction.	role play			
Strand 4	Social and Emotional Health				
Standard 1	Core Concepts				
4.1	Identify and describe different kinds of feelings.	matching cards depicting various feelings, books, videos about character building, circle discussion, discussion and bucket filling activities			
Standard 2	Access Information				
4.2	Identify and locate people who can help at home and school.	tour the school and make introductions, providing daily interactions with various teachers and circle discussion			
Standard 3	Health Behaviors				

Light of the World Montessori Academy K-8 Science Alignment

4.3	Describe and demonstrate ways to be responsible at home and school.	care of self (washing hands, having snack, preparing lunch, getting dressed, sorting laundry, folding laundry, sewing), and environment (vacuuming, sweeping, wiping tables, cleaning doorknobs, sharpening pencils), and promoting independence.			
4.4	Demonstrate the ability to recognize and express a variety of feelings appropriately.	Using words, use hands for helping not hurting, using text video to reinforce lessons			
4.5	Identify and demonstrate strategies to manage strong feelings.	Peace activities (peace rug, starry night jar, singing bowl, newtons cradle, yoga streches (kids cards).			
Standard 7	Social Skills				
4.6	Identify and practice strategies to make friends.	Welcoming students to class with a handshake, use kind words, be a bucket filler, promote working in small groups, kindness jar, show and tell, buddy bench on the playground.			
4.7	Demonstrate giving and accepting a compliment or statement of appreciation.	teacher modeling manners (shaking hands, saying please and thank you), show and tell question and comment opportunities.			
4.8	Describe situations when it is appropriate to use "please," "thank you," "excuse me," and "I am sorry."	circle discussion, books (I Am Stumped)			
4.9	Apply "please," "thank you," "excuse me," and "I am sorry" to appropriate situations.	Introduce and practice appropriate songs (Thanks A Lot, Please and Thank You Song), books			
Strand 5 Personal Health and Wellness					
Standard 1	Core Concepts				
5.1	Explain the importance of taking care of teeth and having one's own toothbrush to prevent disease.	read books in circle, invite dentist to speak to students			
5.2	Explain the importance of dental health cleanings and exams.	circle discussion, worksheets, videos			

Light of the World Montessori Academy K-8 Science Alignment

5.3	Explain the importance of proper hand washing to prevent disease.	circle discussion			
Standard 3	Health Behaviors				
5.4	Demonstrate proper tooth brushing techniques.	tooth brushing work, read books in circle, invite dentist to speak to students			
5.5	Demonstrate proper hand washing to prevent the spread of germs.	circle discussion, sing the ABC song or happy birthday, Handwashing working, manicure work			
Standard 8	Advocacy				
5.6	Encourage peers to make positive choices for personal health and wellness.	recongize positive behavior, use proper phrases ("I noticed...", "I observed..."			

Physical Education

September

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 1 Rolling	Standard 2	Observation
	1. Space	
Week 2 Rolling	Standard 1	Observation
	3. Jumping and Landing, vertical	
Week 3 Catching	Standard 1	Observation
	4. Jumping and Landing, vertical	
Week 4 Catching	Standard 1	Observation
	10. Curling and stretching, twisting and bending	

October

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 1 Underhand Throw	Standard 1	Observation
	13. Throwing Underhand	
Week 2 Underhand Throw	Standard 1	Observation
	21. Kicking	
Week 1 Jump Rope	Standard 1	Observation
	27. Jumping Rope	

Week 2 Jump Rope	Standard 1	Observation
	16. Catching	

November

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 1 Rolling	Standard 1	Observation
	22. Volleying Underhand	
Week 2 Striking	Standard 1	Observation
	1. Hopping, galloping, running, sliding, skipping, leaping	
Week 3 Striking	Standard 2	Observation
	2. Pathways, shapes, levels	
Week 4 Striking	Standard 1	Observation
	16. Catching	

December

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 1 Stations	Standard 2	Observation
	1. Space	

Week 2 Basketball	Standard 2	Observation
	3. Speed, direction, force	
Week 3 Basketball	Standard 1	Observation
	17. Dribbling/ball control with hands (K-2)	

January

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 1 Soccer	Standard 1	Observation
	18. Dribbling/ball control with feet	
Week 2 Soccer	Standard 1	Observation
	18. Dribbling/ball control with feet	
Week 3 Soccer	Standard 3	Observation
	1. Physical activity knowledge	
Week 1 Climbing Wall	Standard 3	Observation
	3. Fitness knowledge	

February

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 2 Climbing Wall	Standard 3	Observation
	3. Fitness knowledge (K-2)	
Week 2 Fitness	Standard 3	Observation
	2. Actively participates in physical education class	
Week 3 Fitness	Standard 3	
Week 1 Cooperative Games	Standard 3	Observation
	6. Nutrition	

March

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 1 Cooperative Games/Stations	Standard 3	Observation
	6. Nutrition	
Week 2 Cooperative Games	Standard 4	Observation
	1. Personal Responsibility	
Week 1 Yoga	Standard 4	Observation
	2. Accepting	

Week 2 Yoga	Standard 4	Observation
	1. Personal Responsibility	

April

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 3 Yoga	Standard 4	Observation
	4. Working with others (K-2)	
Week 1 Circuit fitness	Standard 4	Observation
	5. Rules and Etiquette	
Week 2 Gymnastics/Circuit Fitness	Standard 4	Observation
	Safety	
Week 3 Gymnastics/Circuit Fitness	Standard 5	Observation
	1. Health	

May

UNIT FOCUS	PE LESSON & STANDARD	ASSESSMENT
Week 1 Kickball/Obstacle course and Fitness	Standard 5	Observation
	2. Challenge	
Week 2 Kickball/Review Rolling	Standard 5	Observation

1st & 2nd Grade Year at a Glance

Science

MS = Mystery Science

**Zoology/Botany???

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		1-PS4-1	
		1. Vibrations (MS) How do they make silly sounds in cartoons?	
		2. Where do sounds come from?	
Botany	Botany Introduction		
	Living/Nonliving		
	The Domains		
	The Kingdoms		
	The Plant		
	The Leaves		

Waves:
Light/Sound

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		1-PS4-2	
Botany	The Root System	3. What if there were no windows?	
	The Type of Roots	1-PS4-3	
	The Shapes of Taproots	4. Can you see in the dark?	
	The Type of Leaf Venation	1-PS4-4	
	The Types of Margins	5. How could you send a secret message?	
		6. How do boats find their way?	

Waves:
Lights/Sounds

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		1-ESS1-1 (MS)	
Botany	The Stem	1. Could a statue's shadow move?	
	The Type of Stems	2. What does your shadow do when your not looking?	
	The Types of Leaf Blades	3. How can the sun help you if you're lost?	
	The Shapes of entire Margins	1-ESS1-2	
		4. Why do you have to go to bed early in the summer?	

Space
Systems

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		1-ESS1-2 (continued)	
		5. Why do stars come out at night?	
		6. How can stars help you find your way?	

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		2-PS1-1	
		1. Why do we wear clothes?	

Properties
and Phases
of Matter

		2-PS1-2	
		2. Can you really fry an egg on the hot sidewalk?	
		2-PS1-4	
		3. Why are so many toys made out of plastic?	
		2-PS1-3	
		4. What materials might be invented in the future?	
		Make object and ????	

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		2-ESS2-1	
		1. If you floated down a river, where would you end up?	
		2-ESS1-1	
		2. Why is there sand at the beach?	
		2-ESS1-1 and 2-ESS2-1	
		3. What's strong enough to make a canyon?	
		2-ESS2-2	
		Land bodies, water model	
		Petri Dish Science Experiment Begins	

Earth's
Systems

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		1-LS1-1	

Structure,
Function,
and
Information
Processing

Zoology???	Living/Nonliving???	1. Structure and Survival	
	The Domains???	1-LS1-2	
	The Kingdoms???	2. Why do ducks follow their mother?	
		1-LS1-1	
		3. Why are polar bears white?	
		1-LS3-1	
		4. Why do family members look similiar?	

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		1-LS1-1	
Botany	The Flowers	5. Why don't trees blow down in the wind?	
		6. What do sunflowers do when your not looking?	
		2-LS2-2	
		1. How did a tree travel around the world?	
		2-LS2-1	
		2. Do plants eat dirt?	

Interdepende
nt
Relationships
in
Ecosystems

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		2-LS2-1	
Botany	The Fruit	3. Why do trees grow so tall?	
		2-LS4-1	
		4. Should you water a cactus?	

		2-LS4-1	
		5. Where do plants grow best?	

Engineering
Design???

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Botany	First Knowledge of the Plant Kingdom		
	The Classification of Plants		

Engineering
Design???

4th & 5th Grade Year at a Glance
Science

In Even Years

4th & 5th Grade Year at a Glance
Science

In Odd Years

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Energy			
		4-PS-1 Use evidence to construct an explanation relating the speed of an object to the energy of the object.	
		4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents	

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Energy			
		4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.	
		4-PS3-4 Apply scientific ideas to design, test and refine a device that converts energy from one form to another.	
		4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Waves and Waves Information			
		4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	
		4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information.	

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Structure, Function, and Info. Processing			
		4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	
		4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	

January

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Structure and Property of Matter			
		5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.	
		5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Structure and Properties of Matter			
		5-PS1-3 Make observations and measurements to identify materials based on their properties	
		5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	

November

			I CAN STATEMENTS
Matter and Energy in Organisms and Ecosystems			
		5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	
		5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.	

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Matter and Energy in Organisms and Ecosystems			
		5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Structure, Function, and Info. Processing			
sense, process, respond		4-LS1-2 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.	

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
ESS: Process that shape the Earth			
	weathering, erosion, fossils, water cycle, plate tectonics	4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in landscape over time. 4-ESS1-1 MI: Michigan geology	
		4-ESS2-1 Make observation and/or measurement to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind or vegetation. (local/MI specific)	

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
ESS: Processes that Shape the Earth			
	earth layers, plate tectonics, volcanoes, earthquakes, topography	4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.	
		4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. (local/MI specific)	

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Engineering Design			

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Space Systems: Stars and the Solar System			
vocabulary: gravity, inertia, Universal law of gravitation, orbit, season, gravitational forces, Sir Isaac Newton, kinetic energy, potential energy, axis of rotation, mass, weight		5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down	
https://www.youtube.com/watch?v=ijRiB6TuMOU			
https://drive.google.com/file/d/1rGIMDILmAFFe4UsPqwHI_DeMhnXCjIze/view?usp=sharing			
https://dptv.pbslearningmedia.org/resource/phy03.sci.phys.mfe.lp_gravity/gravity-and-falling-objects/			
http://sciencenetlinks.com/lessons/gravity-launch/			
https://drive.google.com/file/d/14R6IEQrucQd7c8is6RVdaFEr0eTSHjDp/view?usp=sharing			
https://drive.google.com/file/d/1cipyZsEjZ2wU7J4YmJNwXJhGLa7JGvnP/view?usp=sharing			

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Space Systems: Stars and the Solar System			
		5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth	
		Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night and the seasonal appearance of some stars in the night sky.	
https://drive.google.com/file/d/1-A5mE7zgia3slvWh9cicbuEovawqEz7l/view?usp=sharing			
https://drive.google.com/file/d/1-A5mE7zgia3slvWh9cicbuEovawqEz7l/view?usp=sharing			
https://apod.nasa.gov/apod/ap130606.html			
https://drive.google.com/file/d/1kVdAA7yYYW4tYrColKdCh7owdMWVj6Fu/view?usp=sharing			
https://drive.google.com/file/d/1BHw13156aTsGS6YRhtNVAI7Wkfk0VV/view?usp=sharing			
https://drive.google.com/file/d/1XSre0F0oTjDAMB-jR9ZQzvpZvptUvbN/view?usp=sharing			
http://sciencenetlinks.com/lessons/looking-night-sky/			

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Earth's Systems			
		5-ESS2-1MI Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact in Michigan and the Great Lakes basin.	
		5-ESS2-2MI Describe and graph the amounts and percentages of water and fresh water in the Great Lakes to provide evidence about the distribution of water on Earth.	

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Earth's Systems			

		3-5 ETS1-1 Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost.	
		3-5 ETS1-2 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.	

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Engineering Design			
		3-5 ETS1-3 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.	

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Stem Projects: Build a kite		

		5-ESS-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment	

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Engineering Design			
		3-5 ETS1-1 Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost.	
		3-5 ETS1-2 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.	
		3-5 ETS1-3 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.	

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Stem Projects: Build a kite		

6th Grade Year at a Glance

Science

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Discovery Education online (Techbook)			
Unit 1 Cells (I ended up starting this the second week of October)	Bio I, Elem II, Kingdoms - Focus Archaea and Bacteria	MS-LS1-2	
	Bio II Elem II, "The Animal Cell"	MS-LS1-3	
		MS-LS1-1	
	Focused on Scientific Inquiry steps, did washed hands vs. dirty hands mold inquiry and practiced NGSS modelling and conversations.	MS-LS1-7, MS-LS1-6	
Also used CPO Science textbook. Pdf version, so students can access it through ipads, don't need physical copies			

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Acutally began cells in October. Used mensaforkids.org for cell models			
Discovery Education online (Techbook)			
UNIT 2 Genes		MS-LS1-5	
		MS-LS1-4	
		MS-LS3-2	
		MS-LS4-5	
		MS-LS3-1	

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Discovery Education online (Techbook)	Bio Part II, Elem II, "The Systems of the Human Body"		
Unit 3 Human Systems		MS-LS1-8	
		MS-LS1-2	
		MS-LS1-3	
		MS-LS1-7	
		MS-LS1-4	

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
-----------------------------	-------------------	----------------------------	------------------

Discovery Education online (Techbook)			
Unit 4 Evolution		MS-LS4-3	
http://www.birdsleuth.org/flap-to-the-future/		MS-LS4-4	
used this work to explore evolution, mutations, natural selection. In 2019 it was done in January and February due to weather days. NGSS UNIT		MS-LS4-2	
		MS-LS3-1	
		MS-LS4-6	
		MS-LS4-5	

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Discovery Education online (Techbook)	Bio Manual Part II Elem II, Animal Kingdoms		
Unit 5 Diversity of Life		MS-LS1-4	
		MS-LS1-5	
(2019, some evolution work was needed in January)		MS-LS1-6	

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Discovery Education online (Techbook)			
Unit 6 Ecosystems (will run into March due to weather days 2019) https://drive.google.com/file/d/1a1g8XAmBfhLMZKVwPRdzl500Tw2DNJnN/view		MS-LS2-3	
		MS-LS2-1	

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Discovery Education online (Techbook)			
Unit 7 Populations and Communities		MSLS2-2	
		MSLS2-3	
		MSLS2-4	

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Discovery Education online (Techbook)			

Unit 8 Environmental Issues (Some overlap with Social Studies/Global Issues) Students choose from a list of issues. They decide if they want to write a report, debate, etc. to demonstrate learning https://docs.google.com/document/d/1J96Ddi4X5ZwMiMYQwicxi_a_ArBOz8to56mlYUpTvka0/edit		MS-LS2-4	
		MS-LS2-5	

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Discovery Education online (Techbook)			
Unit 9 Engineering to Solve Problems		MS-Ess3-3	
		MS-ETS1-1	
		MS-ETS1-2	
		MS-ETS1-3	
		MS-ETS1-4	
		MS-LS1-5	
		MS-LS2-5	
		MS-ESS3-3	

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS

7th & 8th Grade Year at a Glance
Science

Odd Years

September - December

Study Guide: Cycle 1	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
https://docs.google.com/document/d/1Poo8UVy25BhmHyFn5D7IIDxa9zzw1MCatx9lMSX19ag/edit?usp=sharing	In the study guide Evidence of Mastery and Weekly Work sections have all the lessons in it	MS-LS1-4, MS-LS1-5, MS-LS2-5, MS-LS3-1	

January - March

Study Guide Cycle 2	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
https://docs.google.com/document/d/198lvr870a9G4_19A5f_c1_LwhnwyVXUdd4TNjdy5w/edit?usp=sharing	In the study guide Evidence of Mastery and Weekly Work sections have all the lessons in it	MS-PS1-1, MS-PS1-2, MS-PS1-3, MS-PS1-4, MS-PS1-5, MS-PS1-6	

April - Jun

Study Guide Cycle 3	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
https://docs.google.com/document/d/1guVORbWdKAgsoTr286OXJZyoTIdY8gYk3hnlSfzGszor/edit	In the study guide Evidence of Mastery and Weekly Work sections have all the lessons in it	MS-ESS1-4, MS-ESS2-1, MS-ESS2-2, MS-ESS2-4, MS-ESS3-1, MS-ESS3-3	

7th & 8th Grade Year at a Glance
Science

Even Years

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
States of Matter	States of Matter experiment - balloon, bottle, vinegar, baking soda	MS-PS1-6 Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.*	
States of matter	Root beer float experiment and worksheet	MS-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	
States of matter	Periodic Table - where elements come from	MS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
States of matter	Thermochromatic slime	MS-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	
States of matter	3D model	MS-PS1-1 Develop models to describe the atomic composition of simple molecules and extended structures.	
States of matter	Lava lamp and silver nitrate	MS-PS1-5 Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Future city	MS-ESS3-4 Construct arguments supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	
	Future city	MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	
	Future city	MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Future city	MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	
	Future city	MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	

January - February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Future city	MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. Future city	
	Future city	MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	
	Future city	MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	
	Future city	MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
-----------------------------	-------------------	----------------------------	------------------

	Mouse Trap Cars	MS-PS2-1 - Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.*	
	Mouse Trap Cars	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.	

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Electric and Maglev cars	MS-PS2-3Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	
	Electric and Maglev cars	MS-PS2-4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	
	Electric and Maglev cars	MS-PS2-3 Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	
	Electric and Maglev cars	MS-PS2-5 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.	

May - June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Radio and Walkie Talkie	MS-PS4-1 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.	
	Radio and Walkie Talkie	MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	
	Radio and Walkie Talkie	MS-PS4-3 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.	

3rd & 4th Grade Year at a Glance

Science

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Mystery Science	Human Machine (4-8 weeks with extensions)		
	Unit 1: Muscle and Skeleton	4 LS-1	
	Unit 2: Eyes and Vision	4 LS1, 4 LS1-2, PS4-2	
	Unit 3: How eyes work	4 LS1, 4 LS1-2, PS4-2	
	Unit 4: Brain and Nerves	4 LS1, 4 LS1-2	
Stem Project	Human Body Related		
	Example: Better Lesson- Senses	4 LS1-2	

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Why volcano explode, rock cycle, lava	Ess1-1	
Earth and space sciences	Weathering and destructive forces	ess1-1 and ess2.-	
	Erosions and natural hazards	4ess2-1 and 4ess3-2	
Elementary 1 geology manuel			
Vol 2 elem 2 geography	Mystery Science Animals through Time		

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Physical Science	Energizeing Everthing		
	Stored energy and motion	4-ps3-1 and 3-4	
Physics 1 and 2	Stored energy, speed and collisons	4ps3-1 and s3-3	
Chemistry 1 and 2			
	Mystery Science Weather and Climate		

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Energy and collisons	3-3	

	Energy and engineering	3-5ets.1-1	
	Biomes		

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Energy and Enginerring	4-ps3-4, 3-5ets-1 and 1-2, 1-3	
	Electric energy	4-ps3-2 and -4	

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Life Science	Human Machine		
	Muscles and skelton	4-Is1-1	
	eyes and vision	4Is-1-1 and 1-2 and 4-2	
biology part 2	How eyes work	4-Is-1 and 2, 4-2	
elementary part 2			
	Physics Continued	Petri dish bacteria experiment	

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	brain and nerves Cycle 1	4-Is1-1 and 1-2	
Physical Science	Sound and vibrations	4-ps-4-4-1 and 4-3	
Physics 1 and 2			
Geology 1	MYSTERY SCIENCE Invisible Forces Cycle 2		

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Sound and vibrations Cycle 1	ps4-1	
	-	4-ps-4-1	
	Mystery Science Physical Science Cycle 2		

	Force		
	Gravity		
	Friction		
	Magnets		
	Stem		
	NGSS Stem: Petri dish bacteria experiment		

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Mini mystery science Lessons	Hitting all topics	
	Mystery Science Flowers		
	Work in playground garden weeding and planting		
	herb garden		

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Stem Projects: Build a kite		

Kindergarten Year at a Glance

Science

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Planets			
Living vs. Non Living		K-LS1-1	
Insects	Monarch Butterfly - life cycle and migration	K-LS1-1	
Frogs - Life Cycle		K-LS1-1	

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Apples- Life Cycle and Parts of an Apple			
Sunflowers - Parts of a Plant		K-LS1-1	
Pumpkins - Life Cycle and Parts of a Pumpkin		K-LS1-1	
Sketeton			
Bats			
Spiders			

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Amazon Rainforest (South America)		K-ESS3-1	
Leaves - Parts of a Leaf			
Trees - Parts of the Tree			
Camouflaging Animals			

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Migrating/Hibernating/Adaptive Animals			
Simple Machines		K-2-ETS1-1	
S.T.E.M. Projects		K-2-ETS1-3	
Force (Pushes and Pulls)		K-PS2-2	

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Mammals			
Human Body			
Organs			

1st & 2nd Grade Year at a Glance
Social Studies/Geography

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS	
History	Tally Marks	1-H2.0.1		History
	The Age of the Earth	1-H2.0.6		
	The Age of the Universe			
	The First Great Lesson (week 4)	1-G1.0.3		Geography
		1-G1.0.1 Aerial Perspective		
Geography	Earth / Globes	1-G4.0.1		
Functional Geography	Read: Born with a Bang			
	Read: Lava to Life			
	Read: Genesis			
	Read: Creation of Myths			
	Read: How to Dig a Hole to the Center of the Earth			
Constitution Day - September 17	Write classroom constitution			

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS	
History	Outline of Timeline of Life	1-H2.0.2 family history		History
	Personal Timeline	1-H2.0.3 retell		
	The Concept of History: Fundamental Needs of People	1-H2.0.5 compare life		
	Shelter	2-H2.0.1		
Geography	World Puzzle Map	1-G1.0.2 describe places (abs. location)		Geography
	World Puzzle (hemispheres)	2-G2.0.1		
		1-G2.0.1		
Functional Geography	Laws of the Universe			
	Simple Astronomy			
	Elastic, Plastic, Rigid			
	Combining Matter			
	Easy Separations			
	Forming New Matter			
	Mystery Liquids			

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS	
History	Story of Numbers (Great Lesson)	1-H2.0.4 use historical sources		History
	The Fundamental Needs of People Cont.			
		1-G5.0.1 how people modify		Geography
Geography	North America			
	USA Puzzle			
Functional Geography				

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS	
History	History and Grammar	1-G5.0.1		Geography
Geography	South America			
Functional Geography	Rotation of Earth			
	Perpendicular and Oblique Rays			
	Weather Unit: Measure, Record, Precautions			

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS	
Geography	Europe	1-C5.0.1 people responsibilities		Geography
		1-C5.0.2 good citizen		
Functional Geography	Atmosphere: Clouds, Rays, Air, Wind	2-C5.0.2		
	Water Cycle	2-C5.0.3 comm. project		

	Rain in the Classroom	1-P3.1.1 / 1-P3.1.2 / 2-P3.1.3 public discourse, decision making, citizen involvement	
	Drama Water Cycle Play		

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS	
History	The Year and its Parts	1-H2.0.6 MLKjr day, presidents day		History
	Christ as the Center of the Western History	2-H2.0.5		
Geography	Asia	1-C1.0.1 rules		Geography
		2-C1.0.1 why form gov't.		
Functional Geography	Preludes to the Wind	1-C1.0.2 / 1-C2.0.1 / 1-C2.0.2 civics and gov't.		
	Erosion	2-P3.3.1 / 1-P3.3.1 public discourse, desicion making, citizen involvement		
	Book: Owl in the Shower			
	Parts of a River			
	Water Formations			

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
History	The Clock (Orientation to One Day)		
Geography	Africa		
Functional Geography	Simple Machines		
	Light / Sound		
	Force / Motions		

--	--	--	--

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		1-H2.0.6 Independence Day	

History

4th & 5th Grade Year at a Glance
Social Studies/Geography

even years

4th & 5th Grade Year at a Glance
Social Studies/Geography

odd years

September

G1 The World in Spatial Terms. Use geographic representations to acquire, process, and report information from a spatial perspective. Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people have interacted with the environment of MI now and in the past, and consequences of those actions.

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		4-G1.0.1 Identify questions geographers ask in examining the U.S.	I can explain where it is. I can explain what it is like there. I can explain how it is connected to other places.
Puzzle Map	Continents	4-G1.0.2 Identify and describe the characteristics and purposes of a variety of technological geographic tools.	I can measure distance. I can determine relative or absolute location. I can classify a region.
Landforms	Landforms	4-G1.0.3 Use geographic tools and technologies, stories, songs and pictures to answer geographic questions about the United States.	
http://dsl.richmond.edu/historicalatlases/	Types of Maps political, population, climate	4-G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the US.	
https://www.nationalgeographic.org/activity/mapping-landforms/	longitude/latitude	4-G1.0.5 Use hemispheres, continents, oceans and major lines of latitude to describe the relative location of the US on a world map.	
	relative/absolute location		

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Puzzle Map	Continents		
Landforms	Landforms		
http://dsl.richmond.edu/historicalatlases/	Types of Maps political, population, climate		
https://www.nationalgeographic.org/activity/mapping-landforms/	longitude/latitude		
	relative/absolute location		

October

G2 Understand how regions are created from common physical and human characteristics. G4 Understand how human activities help shape the Earth's surface.

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		4-G2.0.1 Describe ways in which the US can be divided into different regions. (political, land-use, land form, vegetation)	
		4-G2.0.2 Locate and describe human and physical characteristics of major US regions and compare them to the Great Lakes region.	
		4-G4.0.1 Use a case study or story about migration within or to the US to identify push and pull factors (why they left, why they came) that influenced the migration.	
		4-G4.0.2 Describe the impact of immigration to the US on the cultural development of different places or regions of the US. (shelter, language, food)	
		4-G4.0.3 Describe some of the movements of resources, goods, people, and information to, from, or within the US, and explain the reasons for the movements. (fossil fuels, clothing, retirees, refugees, migrant farm workers, manufacturing jobs)	

October

U.1.1 and U.2.2 American Indian Life in the America, European Exploration

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Fundamental Needs of Man		Describe the life of peoples living in North America before European exploration.	
compare and contrast	Native Americans: Bering Strait Landbridge	5.U1.1.1 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).	
United States History: Beginnings through Revolution. MI Open Book Project https://www.mioopenbookproject.org/		5.U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.	
		5.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.	
		<i>Identify the causes and consequences of European exploration and colonization.</i>	
		5.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.	
create a timeline of early explorers	Explorers and the New World: Vikings, Columbus, and the Pilgrims	5.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).	

November		H3	History: Individually and collaboratively, students will engage in planned inquiries to investigate post-statehood Michigan history.	
MONTESSORI ALBUM / RESOURCE		MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
			4-H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present. (agriculture, mining, manufacturing, lumbering, tourism, technology, research)	I can explain what happened. I can explain when it happened. I can explain who was involved. I can explain how and why it happened. I can explain how it relates to other events or issues in the past, in the present, or in the future. I can explain its significance.
			4-H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of MI.	
Gordon Hall in Dexter (underground railroad stop)			4-H3.0.3 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.	
			4-H3.0.4 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.	

December		H3	History: Individually and collaboratively, students will engage in planned inquiries to investigate post-statehood Michigan history.	
MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS	
		4-H3.0.5 Use visual data and informational text or primary accounts to compare a major MI economic activity today with that same activity or a related activity in the past		

November		U.1.3 and U.1.4		African Life before the 16th Century, Three World Interactions			
MONTESSORI ALBUM / RESOURCE		MONTESSORI LESSON		COMMON CORE STATE STANDARD		I CAN STATEMENTS	
				<i>Describe the lives of peoples living in western Africa prior to the 16th century.</i>			
				5.U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).			
research				5.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.			
				<i>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.</i>			
				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.			
				5.U1.4.2 Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) 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.			
readers theater				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.			
		Columbian Exchange		5.U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.			

December		U.2.1	European Struggle for Control of North America	
MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS	
		Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.		

		4-H3.06 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.	
		4-H3.07 Describe past and current threats to Michigan's natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources.	

January		C1 Explain why people create governments	Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of MI government, and rights and responsibilities of citizenship.
MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		4-C1.0.1. Identify questions political scientists ask in examining the US.	I can explain what the government does, what the basic values of the American democracy are, what the roles of American Citizens are.
		4-C1.02 Describe the purposes of government as identified in the Preamble of the Constitution.	

		U.2.1.1 Describe significant developments in the Southern colonies, including <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) • establishment of Jamestown (National Geography Standard 4, p. 150) • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (National Geography Standard 11, p. 164) • relationships with American Indians (e.g., Powhatan) (National Geography Standard 10, p. 162) • development of colonial representative assemblies (House of Burgesses) (National Geography Standard 5, p. 152) • development of slavery 	
Fundamental Needs of Man		U.2.1.2 Describe significant developments in the New England colonies, including <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) • relations with American Indians (e.g., Pequot/King Philip's War) (National Geography Standard 10, p. 162) • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (National Geography Standard 15, p. 173) • the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (National Geography Standard 13, p. 169) • religious tensions in Massachusetts that led to the establishment of other colonies in New England 	
Compare and Contrast		U.2.1.3 Describe significant developments in the Middle Colonies, including <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • the growth of Middle Colonies economies (e.g., breadbasket) • The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies • immigration patterns leading to ethnic diversity in the Middle Colonies 	
Puzzle Maps	Map of Central and South America	U.2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies.	
Pin Maps	Physical map of Central and South America		

January		U.2.2	European slave trade and slavery in North America
MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
video,	Roanoke; Lost Colony	Analyze the development of the slave system in the Americas and its impact upon the life of Africans.	
Journal writing: What do you think happened?		U.2.2.1 Describe Triangular Trade including <ul style="list-style-type: none"> • the trade routes • the people and goods that were traded • the Middle Passage • its impact on life in Africa 	

		4-C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.	I can explain individual rights such as freedom of religion, freedom of expression and freedom of press)
		4-C2.02. Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations.	I can explain rights such as; voting, freedom of religion, freedom of expression, and freedom of press. I can explain values such as; common good, equality, individual rights, justice (fairness), right to alter laws.

Book: Blood on the River	Jamestown: John Smith, Pocahontas,	U.2.2.2Describe the life of enslaved Africans and free Africans in the American colonies.	
		U.2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture.	
Build model of Jamestown or drawing			
	Tobacco: cash crop		

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		4-C3.0.1 Give examples of ways the Constitution limits the powers of the federal government.	I can explain how government officers are elected. I can explain separation of powers, checks and balances and Bill of Rights.
		4-C3.0.2. Give examples of powers exercised by the federal government, tribal governments and state governments.	I can explain federal powers such as; coining money and declaring war. I can explain tribal government powers such as; issuing hunting, gathering and fishing licenses and tribal ID cards. I can explain state government powers such as; issuing driver's licenses and marriage licenses.
		4-C3.0.3. Describe the organizational structure of the federal government in the US (legislative, executive and judicial branches)	
		4-C3.0.4 Describe how the powers of the federal government are separated among the branches.	
		4-C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government.	I can explain presidential vetoes of legislation. I can explain how courts declare a law unconstitutional. I can explain congressional approval of judicial appointments.
		4-C3.0.6 Describe how the President, members of the Congress, Supreme Court Justices are elected or appointed.	I can explain the difference between elections and appointments.

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		4-C5.0.1 Explain the responsibilities of members of American society.	I can explain how changes in laws or policy are initiated. I can explain the responsibilities of holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably and serving as a juror.
		4-C5.0.2 Explain rights of citizenship, why rights have limits, and the relationship between rights and responsibilities.	
		4-C5.0.3 Describe ways in which people can work together to promote the values and principles of American Democracy.	

February

U.2.3		Life in Colonial America	
MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		<i>Distinguish among and explain the reasons for regional differences in colonial America.</i>	
Roots	Triangular Trade	U.2.3.1 Locate the New England, Middle, and Southern colonies on a map.	
	Slavery	U.2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.	
	Middle Passage	U.2.3.3 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)	
research	Plantations	U.2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).	
		U.2.3.5 Make generalizations about the reasons for regional differences in colonial America.	

March

U.3.1		Causes of the American Revolution	
MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		<i>Identify the major political, economic, and ideological reasons for the American Revolution.</i>	
	13 Colonies: Map of Colonies	U.3.1.1 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.	
	New England Colonies: geography, climate	U.3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.	

--	--	--	--

	Mayflower Compact	U.3.1.3 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).	
	pilgrims vs puritans	U.3.1.4 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).	
	Middle Colonies: geography, climate, e	U.3.1.5 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.	
	Breadbasket	U.3.1.6 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.	
	William Penn - Quakers	U.3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)	
		U.3.1.8 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.	
	Southern Colonies: Geography, climate, economy		

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		4-E1.01 Identify a good or service produced in the US and apply three economic questions all economies must address.	I can explain the three economic questions: What goods and services will be produced, how these goods and services will be produced, and who will consume the goods and services.
		4-E1.0.2 Describe the characteristics of a market economy.	I can explain private property rights, voluntary exchange, competition, consumer sovereignty, incentives and specialization.
		4-E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.	I can explain positive incentives such as; responding to a sale, saving money and earning money.
		4-E1.0.4 Explain how price affects decisions about purchasing goods and services.	I can explain substitute goods and complementary goods.
		4-E1.0.5 Explain how specialization and division of labor increase productivity.	
		4-E1.0.6 Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices.	I can explain supply and demand.
		4-E1.0.7 Describe the role of money in the exchange of goods and services.	I can explain how people earn income and use the income to purchase goods and services.
		4-E1.0.8 List goods and services governments provide in a market economy and explain how these goods and services are funded.	I can explain taxes, tolls and fees.

May

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Big-Picture Questions: Choose one	Research Big-Picture Questions on 13	U.3.2 Explain the multi-faceted nature of the American Revolution and its consequences.	
research paper, poster, diorama, key-nd	Relationship between Native Americans	U.3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.	
	French and Indian War	U.3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.	
	Causes of American Revolution	U.3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.	
Debate	Two points of view: Patriots vs British	U.3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).	

May

U.3.3	Creating a New Government(s) and Constitution
-------	-----------------------------------------------

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		4-E2.0.1 Explain how changes in the US economy impact levels of employment and unemployment.	
		4-E3.0.1 Identify advantages and disadvantages of global competition.	
		4-P3.1.1 Identify public issues in the US that influence the daily lives of its citizens.	
		4-P3.1.2 Use graphic data and other sources to analyze information about a public issue in the US and evaluate alternative resolutions.	
		4-P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the US.	

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		4-P3.3.1. Compose a brief essay expressing a position on a public policy issue in the US and justify the position with a reasoned argument.	
		4-P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	
		4-P4.2.2 Participate in projects to help or inform others.	

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Interviews/Biographies	American Patriots	<i>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.</i>	
	Declaration of Independence	U.3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation. (C)	
Time-line, Liberty Kids Videos, Key notes	American Revolution	U.3.3.2 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).	
	Articles of Confederation/Constitution	U.3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)	
Hand movements	Bill of Rights	U.3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise).	
		U.3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights).	
		U.3.3.6 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).	
		U.3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.	
		U.3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.	

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Branches of Government		
poster	How a Bill becomes a Law		

6th Grade Year at a Glance

Social Studies/Geography

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
puzzle maps		The World in Spatial Terms (2 weeks)	
Flags of the world			
	Latitude and longitude	6-G1.1.1	
		7-G1.1.1 Explain and use a variety of maps, globes, web based geography technology to study the world, including global, interregional, regional and local scales.	
Even years: Both classes cover 6/7 standards.	Consitution Day - Bill of Rights		
5/6 focuses on Physical Geography			
7/8 focuses on culture and timelines			
Odd years:			
5/6 covers 5th standards			
7/8 covers 8th standards			
	Early humans - Paleolithic		
	Early humans - Neolithic		

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
puzzle maps	Hammurabi's Code	Geography of the Eastern Hemisphere (17 weeks) Weeks 1-5	
Flags of the world	Wk 1 Mesopotamia ch1s2		
		6-G2.1.1	
	Wk 2 first empires ch1s3		
	Wk 4 the Nile Valley ch2s1		
	Wk 5 ch2s2 Egypt's Old Kingdom		

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
puzzle maps		Geography of the Eastern Hemisphere (17 weeks) weeks 6-8	
Flags of the world			
	Wk 1 ch2s3 the Egyptian Empire	6-G2.2.1, 6-G2.2.2, 6-G2.2.3	
	Wk 2 ch2s4 civilization of Kush		

	We began Greek affixes and reading about Greece in		

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
puzzle maps		Geography of the Eastern Hemisphere (17 weeks) weeks 9-10	
Flags of the world	Week 1: introduce Greece Ch 4 S 1		
		6-G2.2.1, 6-G2.2.2, 6-G2.2.3	
	Greece Ch 4 S 2		

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
puzzle maps	Wk 1 ch 5s4 spread of Greek culture	Geography of the Eastern Hemisphere (17 weeks) weeks 11-14	
Flags of the world			
	Wk 2-3 ch7 China	6-G2.2.1, 6-G2.2.2, 6-G2.2.3	
	Wk 4 ch8 empires		

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
puzzle maps	Rome ch 9. (started late, 9 weather days)	Geography of the Eastern Hemisphere (17 weeks) weeks 15-17	
Flags of the world			
		6-G1.3.1, 6-G1.3.2, 6-G1.3.3	
		7-G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Oceania, Antarctica)	

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
puzzle maps	Rome (Eastern Hemisphere)	Geography of the Western Hemisphere (8 weeks) weeks 2-4	
Flags of the world			
		6-G1.1.2	
		6-G1.2.1, 6-G1.2.2, 6-G1.2.3, 6-G1.2.4, 6-G1.2.5, 6-G1.2.6	
		6-G1.3.1	
		6-G4.4.1, 6-G4.4.2	

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
puzzle maps	Aztec, Inca, Maya	Geography of the Western Hemisphere (8 weeks) weeks 5-8	
Flags of the world			
		6-G2.1.2	
		6-G3.1.1	
		6-G3.2.1, 6-G3.2.2 (use South America)	
		6-G4.3.1, 6-G4.3.2	

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
		Global Issues of the Past and Present (6 weeks) weeks 2-5	
		6-G4.2.1	
		6-G5.1.1, 6-G5.1.2, 6-G5.1.3	
		6-G5.2.1	
		6-G6.1.1 (persuasive essay - use for writing)	
		WHG Era 1	
		WHG Era 2	

June

[illegible]

7th & 8th Grade Year at a Glance
Social Studies/Geography

Odd Years

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Timeline Project	6-H1.1.1, 6-H1.1.2	
	Business Plans	7-E1.1.1, 7-E1.1.2	

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Hunters/Gatherers	6-W1.1.1, 6-W1.1.2, 7-W1.1.1, 7-W1.1.2, 6-W1.2.1, 6-W1.2.2, 6-W1.2.3, 7-W1.2.1, 7-W1.2.2, 7-W1.2.3	
	Eastern Hemisphere Pastoral Civilizations	7-W2.1.1, 7-W2.1.2, 7-W2.1.3, 7-W2.1.4, 7-W2.1.5	
	Purposes of Government	6-C1.1.1, 7-C1.1.1	
	Structure and Functions of Government	7-C1.1.1, 6-C3.6.2	

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Eastern Hemisphere Empires/Religion	7-W3.1.1, 7-W3.1.2, 7-W3.1.4, 7-W3.1.5, 7-W3.1.6, 7-W3.1.7, 7-W3.1.8, 7-W3.1.9, 7-W3.1.10, 7-W3.2.1, 7-W3.2.2, 7-W3.2.3, 7-H1.2.1, 7-H1.2.2, 7-H1.2.3, 7-H1.2.4, 7-H1.2.5, 7-H1.2.6, 7-H1.4.1, 7-H1.4.2, 7-H1.4.3	
	Nation States	6-C3.6.1, 7-C3.6.1, 6-C4.3.1	
	The National Economy	6-E2.3.1, 7-E2.3.1	

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Relationship of US to Other Nations and World Affairs	7-C4.3.1, 7-C4.3.2, 7-C4.3.3, 6-C4.3.3	

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	International Economy	6-E3.1.1, 7-E3.1.1, 7-E3.1.3, 7-E3.1.4	

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Western Hemisphere Pastoral Civilizations	6-W2.1.1, 6-W2.1.2, 6-W2.1.3, 6-W2.1.4	
	Consumer Product Flow and Communication Innovations	7-E3.1.2, 7-E3.1.4	

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Economic Systems	7-E3.3.1	

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Western Hemisphere Empires/Religion	6-W3.1.1, 6-W3.1.2, 6-W3.1.3, 6-W3.1.4, 6-W3.1.5, 7-H1.2.1, 7-H1.2.2, 7-H1.2.3, 7-H1.2.4, 7-H1.2.5, 7-H1.2.6, 7-H1.4.1, 7-H1.4.2, 7-H1.4.3	

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS

7th & 8th Grade Year at a Glance
Social Studies/Geography

Even Years

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Teach TCI	Ch 5 - Toward Independence	8 - F.1.1	
Teach TCI	Ch 6 - The Declaration of Independence	8 - F.1.2	
Teach TCI	Ch 7 - The American Revolution	8 - F.1.3	
	NewsELA/CNN10	8 - P4.2.1	
		8 - P4.2.2	
		8 - P4.2.3	

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Teach TCI	Ch 8 - Creating the Constitution	8 - U3.3.1	
		8 - U3.3.2	
		8 - U3.3.3	
		8 - U3.3.4	
		8 - U3.3.5	

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Teach TCI	Ch 9 - The Constitution: A More Perfect Union	8 - U3.3.7	
Teach TCI	Ch 10 - The Bill of Rights	8 - U3.3.6	
		8 - U4.1.4	

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Teach TCI	Ch 11 - Political Developments in the Early Republic	8 - U4.1.1	
		8 - U4.1.3	
Teach TCI	Ch 12 - Foreign Affairs in the Young Nation	8 - U4.1.2	

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Teach TCI	Ch 14 - Andrew Jackson and the Growth of American Democracy/The Trail of Tears	8 - U4.2.3	
Teach TCI	Ch 15 - Manifest Destiny and the Growing Nation	8 - U4.2.3	
		8 - U4.2.4	

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Teach TCI	Ch 16 - Life in the West		
Teach TCI	Ch 18 - An Era of Reform	8 - U4.3.1	
		8 - U4.3.2	
		8 - U4.3.3	
		8 - U4.3.4	
		8 - U4.3.5	

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Teach TCI	Ch 19 - The Worlds of North and South	8 - U4.2.1	
Teach TCI	Ch 20 - African Americans in the Mid-1800s	8 - U4.2.2	
		8 - U5.1.1	

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Teach TCI	Ch 21 - A Dividing Nation	8 - U5.1.2	
		8 - U5.1.3	
		8 - U5.1.4	
		8 - U5.1.5	
		8 - U5.1.6	
Teach TCI	Ch 22 - The Civil War	8 - U5.2.1	
		8 - U5.2.2	
		8 - U5.2.3	
		8 - U5.2.4	
		8 - U5.2.5	

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Teach TCI	Ch 23 - The Reconstruction Era	8 - U5.3.1	
		8 - U5.3.2	
		8 - U5.3.3	
		8 - U5.3.4	
		8 - U5.3.5	

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS

	Current Event Debates	8 – P3.1.1	

June

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Teach TCJ	Ch 25 - The Rise of Industry	8 – U6.1.1	
		8 – U6.2.1	

3rd & 4th Grade Year at a Glance

Social Studies/Geography

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Review, Geography skills		
ELI vol1	Notations of time		
	A story of Immigration	3-g1. 0.2 and O.3 and g2.o.1.3 and G2.0.2.s	
	Continents, Oceans		
	Pangaea		
	Fossil Evidence		
	Class Constitution		

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	A story of Change	C1.0.1, C2.0.1, C3.0.1, 2, 3, 4, 5 and C5.o.1	
Game - Hunters and Gatherers	Hunters and Gatherers		
	Indigenous Peoples		
	Inuit		
	North America countries		
	North America capitals		
	Culture- Native Americans		

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
-----------------------------	-------------------	----------------------------	------------------

Geography Manuel	A story of Curiosity	H3.01, 2, 4 and G4.0.4	
EL1 Vol 1 Pg 117 native clothes			
History Manuel	First People		
	Woodland Indians		

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Same as November	A story of Change		
	Plains Indians		
	Explorers		

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	A story of Innovation	H3.0.6,5,3	
	Michigan - location, absolute and relative, cardinal directions	3G1.0.1, 3G5.0.1	
	Regions	3G2.0.1, 3G2.0.2	
	Maps themed	3G1.0.2	

	Native Americans of Mi		
	Stories, myths of natives	H3.04	
	Adapting to environment	H3.05	
	Explorers La Salle, Cadillac	H3.06	
	French Fur Trade		
	Colonies		

February

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
British in North America	A story of Power	H3.0.6,5,3	
	Natural Characteristics of Mi - Landforms, Bodies of water		
	Natural Characteristics of Mi - vegetation, climate		
	Natural Resources		
	Fort Detroit, Fort Michilimackinac		
	French and Indian War, Pontiac's Rebellion		
	Indian Removal		
	Slave Trade		
	Economics		

March

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Journey to state hood, A story of Grit	H3.0. 7,9, 10	
	Human Characteristics of Mi		
	Toledo War, Statehood	H3.09	
	4th grade state project		
	Erie Canal, Pioneer Life	H3.03, H3.05	

April

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Economics	e1.0,1,2,3,4,5	
		E2.0.1,2	
	A story of Opportunity	E3.0.1	

May

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
	Public Policy		
	A story of Growth		
	Continent Research Project		

June

[illegible]

Kindergarten Year at a Glance

Social Studies/Geography

September

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Cardinal Points (North, South, East, West)			
Introducing the Calendar			
Linear Calendar		K-H2.0.1	
Days of the Week			
Months of the Year			
Timeline of Life		K-H2.0.2	
Constitution Day	Scholastic News	K-H2.0.3 , K-H2.0.4, K-C2.0.2	
Weekly Circle discussion		K.P3.1.1, K-P3.1.2, K-P3.1.3	

October

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Introduce Job Chart		K-C5.0.1, K-C2.0.3	
Introduce Land, Air, Water			
Mapping the Hand		K-G1.0.1, K-G1.0.2, K-G2.0.1	
Mapping the Body		K-G1.0.1, K-G1.0.2, K-G2.0.1	
Mapping the Classroom		K-G1.0.1, K-G1.0.2, K-G2.0.1	
Weekly Circle Discussion		K-P3.3.1	

November

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Mapping the Community		K-G1.0.1, K-G1.0.2, K-G2.0.1	
Land and Water Globe		K-G1.0.1	
Land and Water Forms			
Continents Globe		K-G1.0.1	
Introduce Continent Puzzle Map		K-G1.0.1	
Introduce North America Puzzle Map		K-G1.0.1	

December

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Holidays Around the World		K-E1.0.3	

January

MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Flags of the Countries - North America		K-C2.0.1	
February			
MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Clock - Introducing Time			
Clock			
Clock Exercise			
March			
MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Temperature - Weather and the Use of the Thermometer			
Clothing and Weather Exercises		K-G5.0.1	
South America			
April			
MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Europe			
Asia			
May			
MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Africa			
Antarctica			
June			
MONTESSORI ALBUM / RESOURCE	MONTESSORI LESSON	COMMON CORE STATE STANDARD	I CAN STATEMENTS
Wants vs. Needs		K-E1.0.1	
Goods and Services		K-E1.0.2	

SCHEDULE 7-3

STAFF RESPONSIBILITIES

Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule. The Academy may use noncertified individuals to teach as follows:

(a) A classroom teacher in any grade a faculty member who is employed full-time by the state public university and who has been granted institutional tenure, or has been designated as being on tenure track, by the state public university, and

(b) In any other situation in which a school district is permitted under this act to use noncertificated teachers.

All administrators or other person whose primary responsibility is administering instructional programs or as a chief business official shall meet the certification and continuing education requirements as described in MCL 380.1246.

Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that complies with sections 1249 and 1250 of the Code. 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.

Performance Evaluation System Commencing with the 2013-2014 School Year. 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.

Parent Notification of Ineffective Teacher Ratings. Beginning with the 2015-2016 school year and continuing on during the term of this Contract, if a pupil is assigned to be taught by a teacher who has been rated as ineffective on his or her 2 most recent annual year-end evaluations under section 1249, the Academy Board shall notify the pupil's parent or legal guardian that the pupil has been assigned to a teacher who has been rated as ineffective on the teacher's 2 most recent annual year-end evaluations. The notification shall be in writing and shall be delivered to the pupil's parent or legal guardian by U.S. mail not later than July 15th immediately preceding the beginning of the school year for which the pupil is assigned to the teacher, and shall identify the teacher who is the subject of the notification.

Teacher and Administrator Job Performance Criteria. The Academy Board shall implement and maintain a method of compensation for its teachers and school administrators that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation earned and paid in accordance with Applicable Law. The assessment of job performance shall incorporate a rigorous, transparent, and fair evaluation system that evaluates a teacher's or school administrator's performance at least in part based upon data on student growth as measured by assessments and other objective criteria. 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.

Light of the World Academy

JOB DESCRIPTION

POSITION TITLE: Principal
REPORTS TO: Board of Directors

SUMMARY: Serves as the educational leader and chief administrator of the Light of the World Academy with responsibility for implementing and assuring adherence to policies, regulations and procedures of the School and of Directors.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- A. Ensures that all students are supervised in a safe learning environment and provided instruction that meets and exceeds the State of Michigan Core Curriculum Content Standards, following the approved curricula and directives of the District.
- B. Provides leadership, management, and enforcement of effective and clear procedures for the operation and functioning of the entire School consistent with the philosophy, mission, values and goals of the School and District, including:
 - instructional programs in the Core Curriculum Content Standards
 - extracurricular activities
 - discipline systems to ensure a safe and orderly climate
 - financial management
 - facilities maintenance
 - program evaluation
 - personnel management
 - office operations
 - emergency procedures
 - school and community relations
- C. Ensures School's compliance with all applicable laws, administrative codes, Board policies and regulations.
- D. Provides leadership to the staff to establish programs and activities that will yield student enrichment, rewards and self-esteem enhancement.
- E. Assures purchasing and distribution of instructional equipment and supplies.
- F. Assures student discipline programs and procedures are implemented in accordance with the school's and District's Discipline policy.
- G. Check teachers' lesson plans, grade books and/or grade distribution sheets to assure compliance with the standards of the School.
- H. Involve teachers in the development of new instructional programs and implement standards for educational quality within the School curriculum.
- I. Adhere to, and implement all aspects of the District's performance management and appraisal policy.
- J. Demonstrates the willingness and ability to work with people in a team environment.
- K. Assures staff participate in meaningful and engaging professional development activities
- L. Assure confidentiality of all student and School privileged information.
- M. Maintain positive, cooperative and mutually supportive relationships with the Board of Directors, Charter Authorizer, parents and representatives of resource agencies within the community.
- N. Collaborate and communicate regularly with District level administrators and staff regarding personnel management, financial management, pupil accounting/scheduling and School facility operations.

DRUG FREE WORKPLACE REQUIREMENT:

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District.

QUALIFICATIONS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

EXPERIENCE AND EDUCATION: Master's Degree; valid Michigan Teaching Certificate; minimum of five (5) successful years serving in public schools. Minimum of four (4) successful years serving in school administration preferred. Possess Michigan administrator certification. Demonstrated excellence in working with students and their families. Strong excellent leadership and organizational skills. Demonstrated knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment, diagnosis and research related to learning. Ability to effectively use computer technology and various software applications for word processing, data management and telecommunications.

SUPERVISORY RESPONSIBILITIES:

Manages and evaluates staff. Carries out supervisory responsibilities in accordance with the District's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

MATHEMATICAL SKILLS:

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS AND ABILITIES: Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with students, staff and the community. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties with working knowledge of all District requirements and Board of Education policies.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or

crawl. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision.

The demands of extended work days (coverage of building activities and extra-curricular activities, etc.) requires a high level of physical endurance. This job requires the ability to handle and balance multiple demands at the same time.

WORK ENVIRONMENT: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE: _____

(Signature)

DATE: _____

SUPERVISOR: _____

(Signature)

DATE: _____

Light of the World Academy

JOB DESCRIPTION

POSITION TITLE: Teacher
REPORTS TO: Instructional Leader/Principal

SUMMARY: Responsibility for assuring all students are engaged in learning that maintains rigor and relevance in accordance with state of Michigan's requirements and objectives, and meets district and school-wide curriculum goals.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Instructional Process

- A. Plans and implements a program of instruction that adheres to the district philosophy, goals and objectives as outlined in the adopted course study.
- B. Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies including but not limited to project-based learning.
- C. Uses engaging, creative and appropriate assignments and resources to help students make connections with learning outside the educational environment.
- D. Effectively utilizes and integrates a variety of technology into daily instruction with students. Makes purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task.
- E. Plans and implements a program of study designed to meet individual needs of students.
- F. Encourage student enthusiasm for the learning process and the development of good study habits.
- G. Consistently collaborates with staff and facilitates an interdisciplinary curriculum to establish a deeper meaning of content for students.
- H. Prepares substitute folder containing appropriate information as required by the principal or school leadership.
- I. Plans and prescribes purposeful assignments for tutors and volunteers as needed.
- J. Recognizes challenges with learning and makes referrals as appropriate.
- K. Demonstrates strong knowledge of subject matter taught.
- L. Provides progress and interim reports to parents, staff and other appropriate parties as required.
- M. Maintain students' grades, assignments and attendance utilizing applicable software applications.
- N. Performs other related job duties as designated by the principal or school leadership.

Curriculum Development

- A. Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school's curriculum.
- B. Provide feedback and assist in the ongoing curriculum revision process, including the revision of written courses of study.
- C. Becomes acquainted with, and utilizes appropriate supplemental services beneficial to students as an extension of regular classroom activities.

Student Evaluation

- A. Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students' work, mastery skills check lists, criterion-referenced tests and norm-referenced tests.
- B. Makes appropriate adjustments in the instructional program and as required.
- C. Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Classroom Management

- A. Develops, in accordance with district school guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- B. Takes necessary and reasonable precautions to protect students, equipment, materials and facilities.
- C. Shares responsibility during the school day for the supervision of students in all areas of the school.
- D. Provides for the supervision of assigned students when circumstances require a brief absence from the assignment.

Student Advisory

- A. Acts as an advisor for a group of students by serving as primary advocate for student both socially and academically.
- B. Monitor's student progress and tracks number of credit hours attained within established guidelines and timeframes.
- C. Conducts home visits to discuss students' progress with parents/guardians as required.

Public Relations

- A. Upholds and enforces board policy, administrative procedures, and school rules and regulations, and is supportive of them to the public.
- B. Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- C. Strives to communicate the positive aspects of our school program to the public in word and deed.
- D. Works cooperatively with parents to strengthen the educational program for their children.
- E. Establishes and maintains cooperative relationships with other staff members.

Professional Growth

- A. Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- B. Cooperates with the administration in planning appropriate in-service training programs at a school or at the district level.
- C. Attends and participates in staff, department, and committee meetings as required.

SUPERVISORY RESPONSIBILITIES

Students

QUALIFICATIONS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

EDUCATION AND/OR EXPERIENCE

Possess a minimum of a bachelor's degree; master's degree preferred. Demonstrated teacher leadership. Strong organizational skills.

LANGUAGE SKILLS

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, board of directors, staff, and the general public.

MATHEMATICAL SKILLS

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS AND ABILITIES

Ability to apply knowledge of current research and theory with specific job duties and area of service. Must have strong communication, interpersonal and computer skills. Experience and demonstrated knowledge, and use of PC/Windows and web based applications and software including word processing and spreadsheet applications required. Must have ability to learn and utilize new software programs as systems are upgraded. Typing/keyboarding required with good grammatical spelling and punctuation. Ability to establish and maintain effective working relationships with parents, students, staff, board of directors, vendors and the community. Ability to work in a team environment. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties maintaining current knowledge of all district requirements and applicable regulatory standards. Satisfactory clearance of required pre-employment screenings and background checks.

CERTIFICATES, LICENSES, REGISTRATIONS

Possess valid Michigan teaching certificate and applicable endorsement(s) as required by Michigan Department of Education. Meet highly qualified teacher requirements.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee frequently is required to stand; walk; and stoop, kneel, crouch, or crawl. The employee is occasionally required to sit and climb or balance. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT : *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE: _____

DATE: _____

(Signature)

SUPERVISOR: _____

DATE: _____

(Signature)

Light of the World Academy

JOB DESCRIPTION

POSITION TITLE: Montessori Teacher
REPORTS TO: Instructional Leader/Principal

SUMMARY: Responsibility for assuring all students are engaged in learning that maintains rigor and relevance in accordance with state of Michigan's requirements and objectives, and meets district and school-wide curriculum goals.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Instructional Process

- A. Plans and implements a program of instruction that adheres to the district philosophy, goals and objectives as outlined in the adopted course study.
- B. Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies including but not limited to project-based learning.
- C. Uses engaging, creative and appropriate assignments and resources to help students make connections with learning outside the educational environment.
- D. Effectively utilizes and integrates a variety of technology into daily instruction with students. Makes purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task.
- E. Plans and implements a program of study designed to meet individual needs of students.
- F. Encourage student enthusiasm for the learning process and the development of good study habits.
- G. Consistently collaborates with staff and facilitates an interdisciplinary curriculum to establish a deeper meaning of content for students.
- H. Prepares substitute folder containing appropriate information as required by the principal or school leadership.
- I. Plans and prescribes purposeful assignments for tutors and volunteers as needed.
- J. Recognizes challenges with learning and makes referrals as appropriate.
- K. Demonstrates strong knowledge of subject matter taught.
- L. Provides progress and interim reports to parents, staff and other appropriate parties as required.
- M. Maintain students' grades, assignments and attendance utilizing applicable software applications.
- N. Performs other related job duties as designated by the principal or school leadership.

Curriculum Development

- A. Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school's curriculum.
- B. Provide feedback and assist in the ongoing curriculum revision process, including the revision of written courses of study.
- C. Becomes acquainted with, and utilizes appropriate supplemental services beneficial to students as an extension of regular classroom activities.

Student Evaluation

- A. Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students' work, mastery skills check lists, criterion-referenced tests and norm-referenced tests.
- B. Makes appropriate adjustments in the instructional program and as required.
- C. Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Classroom Management

- A. Develops, in accordance with district school guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- B. Takes necessary and reasonable precautions to protect students, equipment, materials and facilities.
- C. Shares responsibility during the school day for the supervision of students in all areas of the school.
- D. Provides for the supervision of assigned students when circumstances require a brief absence from the assignment.

Student Advisory

- A. Acts as an advisor for a group of students by serving as primary advocate for student both socially and academically.
- B. Monitor's student progress and tracks number of credit hours attained within established guidelines and timeframes.
- C. Conducts home visits to discuss students' progress with parents/guardians as required.

Public Relations

- A. Upholds and enforces board policy, administrative procedures, and school rules and regulations, and is supportive of them to the public.
- B. Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- C. Strives to communicate the positive aspects of our school program to the public in word and deed.
- D. Works cooperatively with parents to strengthen the educational program for their children.
- E. Establishes and maintains cooperative relationships with other staff members.

Professional Growth

- A. Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- B. Cooperates with the administration in planning appropriate in-service training programs at a school or at the district level.
- C. Attends and participates in staff, department, and committee meetings as required.

SUPERVISORY RESPONSIBILITIES

Students

QUALIFICATIONS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

EDUCATION AND/OR EXPERIENCE

Possess a minimum of a bachelor's degree; master's degree preferred. Demonstrated teacher leadership. Strong organizational skills.

LANGUAGE SKILLS

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, board of directors, staff, and the general public.

MATHEMATICAL SKILLS

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS AND ABILITIES

Ability to apply knowledge of current research and theory with specific job duties and area of service. Must have strong communication, interpersonal and computer skills. Experience and demonstrated knowledge, and use of PC/Windows and web based applications and software including word processing and spreadsheet applications required. Must have ability to learn and utilize new software programs as systems are upgraded. Typing/keyboarding required with good grammatical spelling and punctuation. Ability to establish and maintain effective working relationships with parents, students, staff, board of directors, vendors and the community. Ability to work in a team environment

Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties maintaining current knowledge of all district requirements and applicable regulatory standards. Satisfactory clearance of required pre-employment screenings and background checks.

CERTIFICATES, LICENSES, REGISTRATIONS

Possess valid Michigan teaching certificate and applicable endorsement(s) as required by Michigan Department of Education. Meet highly qualified teacher requirements. Possess Montessori certification and training. Previous experience working in a Montessori setting preferred.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee frequently is required to stand; walk; and stoop, kneel, crouch, or crawl. The employee is occasionally required to sit and climb or balance. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT : *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE: _____

DATE: _____

(Signature)

SUPERVISOR: _____

DATE: _____

(Signature)

Social Worker

JOB PURPOSE
Professional practitioner, responsible for applying specialized knowledge of social work theories and interventions in order to provide student assessment, recommend IEP services and determine eligibility for special education services. Provide social services and assistance to improve the social and psychological function of children and to strengthen home/school/community partnerships and alleviate barriers to learning.

EXPECTED METRICS
<ul style="list-style-type: none"> • Number of students served • Number of assessments and tests completed • Full compliance with regulatory requirements

KEY RESPONSIBILITIES

PROGRAM DESIGN & MANAGEMENT	<ul style="list-style-type: none"> • Develops and evaluates creative approaches to the assessment, treatment, and rehabilitation of mental disabilities. • Evaluates and reports on current and new programs. • Provides in-service education of district personnel or parents to reduce systemic problems and improve teaching or parenting skills. • Manages caseload and develops an effective schedule which allows for direct service, collaboration and program management.
LIAISON	<ul style="list-style-type: none"> • Consults with school personnel on social work concerns. • Works with community groups to develop supportive resources. • Works with IEP team (e.g., school counselors, social workers, speech therapists) and teachers, parents, and administrators to try to alleviate specific problems. • Consults with parents on effective intervention strategies. • Consults with classroom teachers to help them better understand and work with particular students or manage particular classes.
SERVICE DELIVERY	<ul style="list-style-type: none"> • Gathers information regarding student and/or program needs. Assesses and evaluates behavior problems resulting in school violations to assess causal relationships. • Evaluates students to determine need for emotional and social development services. • Conducts social development studies for students referred for special education services. • Administers standardized behavior scales. Administers follow-up procedures to confirm hypotheses. • Solicits evaluation of services from various client groups. • Observes students to assess functioning. • Analyzes and interprets information to make recommendations regarding needs for services. • Explains nature and purpose of assessments, its use and limitations, in an understandable manner to parents or other professionals.

	<ul style="list-style-type: none"> • Prepares a written diagnostic report for educational referrals that is comprehensive and objective. • Provides crisis intervention services as appropriate and as requested • Makes referrals to appropriate resources within the school and/or community. • Counsels individual students regarding issues that interfere with educational performance. • Implementation of follow-up phases of proficiency testing or IEP reviews • Gathers relevant information in the assessment of students experiencing learning and adjustment problems. Analyzes situations accurately and take effective action. • Determine student eligibility for placement and to recommend subsequent educational programs and interventions in accordance with federal and state regulations. • Prepares case study is summarized in a written report.
PROGRAM EVALUATION & COMPLIANCE	<ul style="list-style-type: none"> • Completes state mandated social history assessments in the required time frame. • Prepares written reports that are succinct, direct, in appropriate language that provides insight into the presenting problem of the student. • Maintain records and reports in compliance with regulations. • Initiates, designs, collaborates and reports on educational social work research or program evaluation. • Oversees the work of IEP Coordinators. • Oversees quality of services at all customer schools.

QUALIFICATIONS REQUIRED	
Education/Licensing	<ul style="list-style-type: none"> • MSW in Social Work • Michigan licensed School Social Worker
Experience	<ul style="list-style-type: none"> • 5+ years in delivery of Special Education, including 3 years experience providing social work services, facilitating individual or group discussions, and preparing social and family histories. • Demonstrated ability to work independently without close supervision.
Knowledge, Skills & Abilities	<ul style="list-style-type: none"> • Knowledge of special education requirements in K-12 school setting. • Ability to form liaison relationships with parents, schools and agencies. • Strong organizational skills.

Speech Therapist

JOB PURPOSE
Professional practitioner, responsible for applying specialized knowledge of speech and language theories and therapy techniques in order to provide student assessment, recommend IEP services and determine eligibility for special education services. Investigate and study the underlying causes, precipitating factors, symptomatic behavior, and the emotional and practical education effect of student language, speech, voice and fluency difficulties.

EXPECTED METRICS
<ul style="list-style-type: none"> • Number of students served • Number of therapy sessions completed • Full compliance with regulatory requirements

KEY RESPONSIBILITIES

PROGRAM DESIGN & MANAGEMENT	<ul style="list-style-type: none"> • Organizes a program that addresses local school speech-language goals. • Works cooperatively with school personnel to accomplish objectives of the local education agency • Evaluates and reports on current and new programs. • Provides in-service education of district personnel or parents to reduce systemic problems and improve teaching or parenting skills.
LIAISON	<ul style="list-style-type: none"> • Consults with school personnel on speech and language concerns. • Works with community groups to develop supportive resources. • Works with IEP team (e.g., school counselors, social workers, speech therapists) and teachers, parents, and administrators to try to alleviate specific problems. • Counsels patients and/or families in the adjustment to the speech impairment (for speech pathologist positions). • Collaborates/consults with classroom teachers in the management of speech-language disorders. • Coordinates speech-language services with students provided by other school personnel.
SERVICE DELIVERY	<ul style="list-style-type: none"> • Conducts speech, language and hearing screenings. • Administers formal and informal (ongoing and curriculum-based) assessments. • Obtains additional diagnostic information from appropriate persons. • Analyzes and interprets information to make recommendations regarding the need for speech-language services. • Plans evidence-based interventions appropriate for individual students. • Manages facilities, materials and equipment, including assistive technology, necessary to the delivery of services. • Adjusts intervention strategies based upon student performance.

	<ul style="list-style-type: none"> • Gathers relevant information in the assessment of students experiencing learning and adjustment problems. Analyzes situations accurately and take effective action. • Conducts observations in the classroom. • Conducts interviews with parents and teachers. • Inspects and analyzes school records. • Determine student eligibility for placement and to recommend subsequent educational programs and interventions in accordance with federal and state regulations. • Prepares case study is summarized in a written report.
PROGRAM EVALUATION & COMPLIANCE	<ul style="list-style-type: none"> • Completes state mandated assessments in the required time frame. • Prepares written reports that are succinct, direct, in appropriate language that provides insight into the presenting problem of the student. • Maintain records and reports in compliance with regulations. • Initiates, designs, collaborates and reports on speech and language research or program evaluation. • Oversees the work of IEP Coordinators. • Oversees quality of services at all customer schools.

QUALIFICATIONS REQUIRED	
Education/Licensing	<ul style="list-style-type: none"> • MA in Speech & Language Education • Michigan licensed Speech & Language Therapist
Experience	<ul style="list-style-type: none"> • 5+ years in delivery of speech and language therapy in a school or special education setting. • Demonstrated ability to work independently without close supervision.
Knowledge, Skills & Abilities	<ul style="list-style-type: none"> • Knowledge of special education requirements in K-12 school setting.

Light of the World Academy

JOB DESCRIPTION

POSITION TITLE: Office Manager
REPORTS TO: Principal

SUMMARY: Responsible for performing a wide range of clerical and secretarial duties and support to the school's principal, staff, and students.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Manages calendars and schedules appointments for the principal and other assigned staff; develop and maintain project management timelines as requested.
- Schedules meetings, coordinate calendars, and reserve rooms as requested.
- Organizes programs, events, and meetings by arranging facilities and caterers, issuing information or invitations, coordinating speakers and controlling event budget.
- Prepares correspondence, letters, flyers, agendas, minutes, presentations, spreadsheets and reports using a variety of software applications including but not limited to MS Word, Excel, PowerPoint, and Publisher.
- Performs accurate record keeping, communication and coordination of functions/activities for school under the direction of the principal or other designated administrators.
- Performs front office and telephone reception duties to include answering telephones, routing phone calls, taking messages, handling inquiries and taking appropriate action.
- Assists students, parents, visitors and vendors (i.e. answering questions, providing information) as appropriate with school and/or student related matters.
- Prepares mass mailings on a frequent basis; handle daily mail distribution and courier services.
- Processes routine paperwork and correspondence; maintains database information as required.
- Maintains current and accurate information in a variety of databases to assure compliance with school and applicable regulatory standards and requirements.
- Collects, counts, tracks and properly secures funds for school/student related expenses and activities in accordance with established policies and procedures; coordinates tasks with district's accounts receivables specialist.
- Creates and maintains student files; responds to requests for student records in accordance with applicable standards, timelines and requirements.
- Performs a variety of pupil accounting and attendance support functions to assure compliance with applicable district, Michigan Department of Education, and other regulatory entities' standards and requirements.
- Assists principal with bookkeeping responsibilities relative to school's budgets and expenditures as requested.
- Assists principal and staff in managing data and information for school's website, intranet, and instructional/student portals.
- Perform research and completes special projects as requested.
- Other duties as assigned/requested by the principal.

SUPERVISORY RESPONSIBILITIES: None

DRUG FREE WORKPLACE REQUIREMENT:

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the district.

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

EDUCATION and/or EXPERIENCE:

Minimum of high school graduate and equivalent with two (2) years secretarial/office experience. Associate's degree and two (2) years secretarial/office experience.

CERTIFICATES, LICENSES, REGISTRATIONS: None**LANGUAGE SKILLS:**

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to effectively write routine letters, reports and correspondence with proper use of grammar and punctuation. Ability to speak effectively to individuals and groups.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio, and percentages.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS AND ABILITIES:

Must have strong communication, interpersonal and computer skills. Experience and knowledge in PC/Windows based applications and software including word processing and spreadsheet applications required. Must have ability to learn and utilize new software programs as systems are upgraded. Typing/Keyboarding required with good grammatical spelling and punctuation. Typing speed minimum: 45 words per minute. Ability to establish and maintain effective working relationships with staff and the school community. Ability to speak clearly and concisely both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Education policies. Ability to organize and follow through on multiple tasks.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee frequently is required to walk and use fingers, tools, or controls. The employee is occasionally required to stand and reach with hands and arms. The employee is frequently

required to repeat the same hand, arm or finger motion many times (i.e. typing, keyboarding).
Specific vision abilities required by this job include close vision, color vision, and depth perception.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE: _____ DATE: _____

(Signature)

SUPERVISOR: _____ DATE: _____

(Signature)

SCHEDULE 7-4

METHODS OF ACCOUNTABILITY AND PUPIL ASSESSMENT

SCHEDULE 7-4

Grand Valley State University shall evaluate the success of the Academy by considering multiple areas of performance. Criteria that the Grand Valley State University Charter Schools Office will use in its evaluation shall include, but not be limited to, the performance of the Academy in the areas of student performance, board governance, organizational performance, compliance reporting, facility conditions, fiscal strength and reporting and other pertinent performance data, as required by federal and state law, the authorizing contract, or desired by the authorizer for review.


Included in this evaluation shall be the requirements of Article VI Section 6.5 of the authorizing agreement, which states:

Section 6.5. Methods of Accountability and Pupil Assessment. In addition to those set forth in this Section 6.5, the Academy shall evaluate its pupils' work based on the assessment strategies identified in the Schedules. The Academy shall also assess pupil using all applicable testing that the Code or the Contract requires. The Academy shall provide the University Charter Schools Office with copies of reports, assessments, and test results concerning the following:

- a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the University Charter Schools Office;
- b) an assessment of the Academy's student performance at the end of each academic school year or at such other times as the University Board may reasonably request;
- c) an annual education report in accordance with the Code;
- d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration or a program of testing approved by the University Charter Schools Office Director; and
- e) all tests required under Applicable Law.

The University Board may use such reports, assessments and test results in making its decision to suspend, terminate, or not issue a new contract at the end of the Contract, or revoke the Contract.

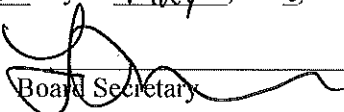
Date: 5/7/25



Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the LOTWA Board of Directors at a properly noticed open meeting held on the 7th day of May, 2025 at which a quorum was present.



Board Secretary

SCHEDULE 7-5

ACADEMY'S ADMISSION POLICIES AND CRITERIA



Student Enrollment Lottery Procedures for the 2025-2026 Academic Year

POLICIES

1. Maximum Enrollment

The following numbers shall represent the enrollment in each grade level for the 2025-2026 school year:

K	40
1	29
2	29
3	29
4	24
5	22
6	20
7	16
8	16

If re-enrollment should exceed the allotted availability per grade level, then the maximum enrollment level at that grade will be adjusted to accommodate those students with a maximum enrollment of 250 students.

Classroom enrollment numbers:

K: 20 (x2)
1-3: 22 (x4)
4-6: 22 (x3)
7-8: 32 (x1)

2. Re-enrollment of current students/sibling preference.

Students currently enrolled in the Academy as of February 3, 2025 will be automatically enrolled for the 2025-26 school year as long as they have applied for re-enrollment during the re-enrollment period through the deadline date. Siblings of currently enrolled students receive the next priority in enrollment.

LIGHT OF THE WORLD

A C A D E M Y

3. Preference for students of school employees and members of the Board of Directors.

Per state law the students of school employees and members of the Board of Directors will be given enrollment preference as long as they submit an application and all required materials by the deadline for new student applications.

4. Enrollment for under-subscribed grades/sibling preference

- a. All students will automatically be enrolled in grades that are not over-enrolled.
- b. Siblings of students or students of members of the Board of Directors enrolled in grades not at maximum enrollment will be enrolled next.
- c. If the siblings of enrolled students fill a grade, that grade will have a sibling lottery.
- d. The Academy will continue to accept applications for that grade level as long as necessary, to complete full enrollment. Applications received after the deadline will be enrolled in the order received.

5. Random selection lottery for over-subscribed grades

Students will be selected for enrollment by random lottery for each grade level that exceeds the maximum number of students if their applications were received during the open enrollment period. Applications received after the deadline date will be added to the official waiting list in the order which they are received.

6. Lottery date

The Academy will hold the random selection lottery on March 19, 2025. The lottery will begin at 3:00 p.m. in the school building.

7. Record of enrolled students

As the numbers which represent the students are selected, their enrollment will be recorded via electronic means.



PROCEDURES

Step 1: Pre-lottery setup

Each student applicant will be assigned a number according to an alphabetical listing in each grade level. Numbers will be randomly selected. Students will be selected for enrollment based on their assigned number being randomly selected. Positions for the wait list will be established once all of the openings in each grade level have been filled. Positioning on the wait list will be assigned through the same lottery method.

Step 2: Admission of currently enrolled students and their sibling(s)

The Academy will begin with the lowest grade and work to the highest grade during the lottery process. If an applying student has siblings who are currently enrolled, those students will also be automatically enrolled as space is available. If space is not available for enrollment, then those students will be placed at the top of the wait list based on selection. NOTE: The term “siblings” is defined as brothers or sisters living full-time in the same household who have at least one parent or legal guardian in common. It also includes a half-sibling living in another household who has a parent in common.

Step 3: Admission of applicants for under-subscribed grades

If fewer students apply to grade levels than there is space available, then all who have applied are enrolled, providing they have completed their application in its entirety and have submitted all required documents.

Step 4: Enrollment of applicants for over-subscribed grades

Beginning with the lowest grade level and working to the highest, each student applicant will be assigned a number according to an alphabetical listing in each grade level. A list of applicants to each grade level with their assigned numbers will be posted. Numbers will be randomly selected. Students will be selected for enrollment based on their assigned number being randomly selected. Positions for the wait list, once all of the openings in each grade level have been filled then a wait list will be established.

Positioning on the wait list will be assigned through the same lottery method if the selected student has siblings who are also applying for admission, those students will be enrolled as space is available. If space is not available for enrollment, then those students will be placed at the front of the wait list based on selection. NOTE: The term “siblings” is defined as brothers or sisters living

LIGHT OF THE WORLD

ACADEMY

full-time in the same household who have at least one parent or legal guardian in common.

Step 5: Closing grade levels

When all openings for a given grade level have been filled, the individual managing the lottery for that grade will announce that the grade level is fully enrolled.

Step 6: Waiting List Priority

After a grade level is fully enrolled, the lottery administrators will continue to draw numbers one at a time until each name is called. All remaining names will be placed on the waiting list and numbered in the order in which they were drawn.

NOTE ON SIBLING PREFERENCE:

If a student is selected for grade level that still has openings available, but the student has a sibling applying for a grade that no longer has openings available, the student will be placed in the accepted student grade level list, and the sibling will be placed on top of the waiting list but not before other siblings of students awaiting placement. Therefore, while a “sibling preference” applies to the lottery process, siblings are not guaranteed enrollment in to The Academy.

APPEALS PROCESS

Any parent or guardian who wishes to contest or appeal any aspect of the lottery selection process may do so by writing to:

Board President
Board of Directors
550 E Hamburg St
Pinckney, MI 48169

Following receipt of the written appeal, a representative of the Board of Directors will contact you to discuss the nature of your concern or objection. Final decisions regarding appeals or complaints about lottery procedures will be made by vote of the Board of Directors in an open meeting.

SCHEDULE 7-6

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

2025 / 2026 Calendar

August 28	New Family Orientation (A-L 1:00 PM / M-Z 3:00 PM)
August 29	Open House (A-L 9:00 AM / M-Z 10:00 AM)
September 2	First Day of School - NOON DISMISSAL
September 5	Teacher Work Day - NO SCHOOL
October 1	Student Count Day
October 17	Teacher Work Day - NO SCHOOL
October 20	Fall Break - NO SCHOOL
November 7	Parent/Teacher Conferences - NOON DISMISSAL
November 26 - 28	Thanksgiving Break - NO SCHOOL
December 19	Teacher Records - NOON DISMISSAL
December 22 - January 2	Holiday Break - NO SCHOOL
January 19	Martin Luther King Day - NO SCHOOL
February 11	Student Count Day
February 13- 16	Mid-Winter Break - NO SCHOOL
March 6	Parent/Teacher Conferences - NOON DISMISSAL
March 30 - April 3	Spring Break - NO SCHOOL
April 6	Holiday Break - NO SCHOOL
May 15	Teacher Records - NOON DISMISSAL
May 25	Memorial Day - NO SCHOOL
June 10	Last Day of School - NOON DISMISSAL

Days	174 Full / 6 Half 1128.882 Hours
Hours	8:30 AM - 3:15 PM Half days dismiss at noon

This calendar is updated throughout the year as needed - please check on www.lotwa.org for updates

2025/26 School Calendar

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31					1	0

December 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
					14	1

April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
					18	0

September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
					20	1

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					20	0

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31					19	1

October 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
					22	0

February 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
					18	0

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
					7	1

November 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30					16	1

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
					19	1

	No School
	Half Day
	PD Days - No Student Classes

Full Day	Half Day
Start Time: 8:30	Start Time: 8:30
End Time: 3:15	End Time: 12:00

	Days	Hours	
Full	174	6.366	1107.684
Half	6	3.533	21.198
	180		1128.882

DAYS OFF/HALF DAYS		
8/20/25	PD Day	
9/2/25	First Day of School	1/2 Day
9/5/25	PD Day	No School
10/17/25	PD Day	No School
10/20/25	Fall Break	No School
11/7/25	Conferences	1/2 Day
11/26 - 11/28	Thanksgiving	No School
12/19/25	Teacher Records	1/2 Day
12/22 - 1/2	Holiday Break	No School
1/19/26	PD Day (MLK)	No School
2/13 - 2/16	Winter Break	No School
3/6/26	Conferences	1/2 Day
3/30 - 4/3	Spring Break	No School
4/6/26	Holiday Break	No School
5/15/26	Teacher Records	1/2 Day
5/25/26	Memorial Day	No School
6/10/26	Last Day of School	1/2 Day

SCHEDULE 7-7

AGE/GRADE RANGE OF PUPILS ENROLLED

AGE OR GRADE RANGE FOR PUPILS TO BE ENROLLED

The Academy will enroll students in kindergarten through eighth grade that are age appropriate.

SCHEDULE 7-8

**ADDRESS AND DESCRIPTION OF PROPOSED PHYSICAL PLANT; LEASE
OR DEED FOR PROPOSED SITE; OCCUPANCY CERTIFICATE**

Address and Description of Facility

Light Of The World Academy

Address: 550 E. Hamburg St. Pinckney, MI 48169

Light Of The World Academy is approximately 7,650 square feet and is located on the South side of M-36 between McGregor and Farley Roads. The school sits on a 10 acre parcel of land. The school has classroom space to serve grades K-6, reception office, music room, art room, resource room, storage room and meeting room. School also has a fenced in playground, a recreation field and parking on 3 sides of the building.

LIVINGSTON COUNTY TREASURER'S CERTIFICATE

I hereby certify that there are no TAX LIENS OR TITLES held by the State or any individual against the within description, and all TAXES are same as paid for five years previous to the date of this instrument or appear on the records in this office except as stated.

May 25, 2016 Jennifer M. Nash, Treasurer

Taxes not examined Certificate # 23996

2016R-016912
RECORDED ON
06/06/2016 3:21:02 PM
SALLY REYNOLDS
REGISTER OF DEEDS
LIVINGSTON COUNTY, MI 48843
RECORDING: 13.00
REMON: 4.00
PAGES: 2

2
LIBEV

WARRANTY DEED



File No. CM24869-GFE

The Grantors: Livingston Christian Schools, a Michigan nonprofit corporation

whose address is: 8877 Main St., Whitmore Lake, MI 48189

Convey and Warrant to: Light of the World Academy

whose address is: 550 E. Hamburg St., Pinckney, MI 48169

the following described premises situated in the City of Pinckney, County of Livingston, State of Michigan, to wit:

SEE ATTACHED EXHIBIT A/LEGAL DESCRIPTION RIDER

for full consideration of: \$307,658.00 (Three Hundred Seven Thousand Six Hundred Fifty Eight and 00/100)

Subject to: Building and use restrictions and easements of record. Liens for any tax and/or assessment which become due and payable on or after the effective date hereof.

Dated 5, 19, 16

Signed By:

Livingston Christian Schools

By: James Milanowski Chairman

STATE OF MICHIGAN
Livingston County
06/06/2016
2016R-016912

REAL ESTATE TRANSFER TAX
\$338.80 CO
\$2310.00 ST
TTX# 6147905

STATE OF Michigan
COUNTY OF Livingston

The foregoing instrument was acknowledged before me this 19 day of May, 2016, by James Milanowski, Chairman of Livingston Christian Schools, a Michigan nonprofit corporation.

BRANDON BAREFIELD
NOTARY PUBLIC, STATE OF MICHIGAN
COUNTY OF LIVINGSTON
My Commission Expires 12-22-2022
ACTING IN THE COUNTY OF LIVINGSTON

Brandon Barefield Notary Public
Livingston County
My Commission Expires: 12/22/22
Acting in the County of: LIVINGSTON

Drafted by: Thomas D. Richardson, ESQ.
111 N. Main Street
Ann Arbor, MI 48104

When recorded return to: Light of the World Academy
550 E. Hamburg St.
Pinckney, MI 48169

Tax Code: 4714-23-304-057
4714-23-304-063

Return To: Liberty Title Agency
225 W. Grand River
Brighton, MI 48116

8316706
Tx:6147905

WARRANTY DEED

(Continued)

EXHIBIT A/LEGAL DESCRIPTION RIDER

Land is located in City of Pinckney, County of Livingston, State of MI, and described as follows:

Lots 1 through 8, inclusive, Block 3, Range 1, J.W. Hinchey's Addition to the Village of Pinckney, a subdivision, as recorded in Liber 51 of ~~Plats~~ ^{Deeds} ^{TMS}, Page(s) 452, Livingston County Records.

Commonly known as: 550 E. Hamburg St., Pinckney, MI 48169.

CERTIFICATE OF USE AND OCCUPANCY

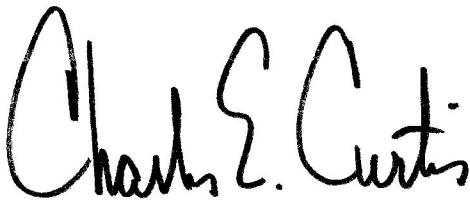
PERMANENT

**Michigan Department of Licensing and Regulatory Affairs
Bureau of Construction Codes/Building Division
P. O. Box 30254
Lansing, MI 48909
(517) 241-9317**

**Change of Ownership
Light of the World Academy
550 E Hamburg Street
Pinckney, Michigan
Livingston 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.



**Todd Y. Cordill, NCARB
Chief**

**Charles E. Curtis, Assistant Chief
Building Division**

August 28, 2015